

# Teaching Notes: REPTILES AND AMPHIBIANS

**The Learning Page Reptiles/Amphibians Unit** is divided into several sections:

[Lesson Plans](#)      [Cutouts](#)

[Fact Files](#)      [Murals](#)

[Fun Sheets](#) . . . and [Recommended Reading](#)

The **Lesson Plans** provide ten comprehensive and detailed lesson ideas for each of two levels: Preschool through Kindergarten, and First and Second Grades. Each Lesson Plan is a structured activity incorporating fine arts, science, reading, and writing activities, and stressing many skills and objectives. Each Lesson Plan gives the teacher suggestions for preparing the lesson, materials lists, an introduction, questioning strategies, procedures, ideas to bring the lesson to a conclusion, and further activities. All Lesson Plans may be adapted to higher grade levels.

Each Lesson Plan has direct links to other **Learning Pages** resources, so the teacher can easily locate related books, Fun Sheets, Fact Files, and Cutouts.

The Lesson Plans are divided into grade levels. Teachers, knowing the abilities and developmental levels of each of their students, can review all of the Lesson Plans and use the ones best suited to their classroom. For instance, some of the Kindergarten Lesson Plans are linked to Grade 2 Fun Sheets because the content of that Lesson Plan might fit into the teaching of that Fun Sheet. Many of the Lesson Plans and Fun Sheets can be adapted for use at higher or lower levels. Don't let our classifications fence you in. Use them as you see fit in the order and time frame that work best for you.

The **Fact Files** give you vital statistics, descriptions, pertinent information, and an illustration of twenty reptiles and amphibians. Each Fact File is presented

in a simple, readable fashion, including the order the animal belongs to. The Fact Files provide students with many pieces of information that can be used in the Lesson Plans to compare, contrast, list, graph, plot, draw, arrange, and discuss.

## Fun Sheets

**Preschool:** fundamental and general skills

**Kindergarten:** math, language, and science

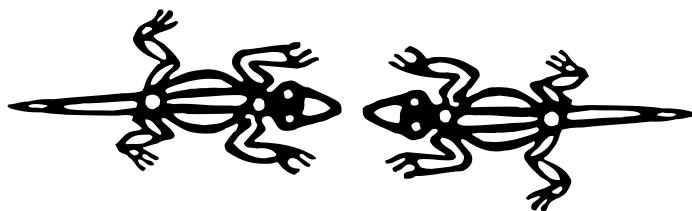
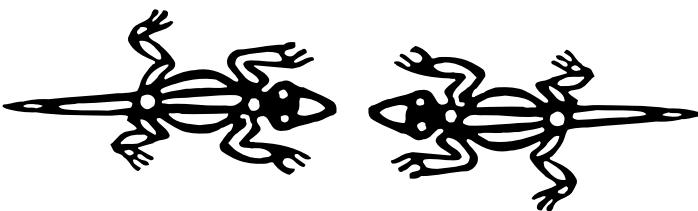
**First Grade:** math, language, and science

**Second Grade:** math, language, and science

The **Learning Page Reptiles/Amphibians Cutouts** are beautiful and accurately rendered illustrations of ten different reptiles and amphibians. Drawn in proportion to each other and to the Mural (see below), these animal drawings are set up in a convenient and easy-to-use format: simply download, print, copy, and distribute to students to cut out and use for a variety of purposes: to color and paste onto the Mural, or to use as patterns for several of the activities. Cutouts can be copied same-size or enlarged. They can be used to decorate the classroom and adorn bulletin boards.

The **Learning Page Mural** is a wonderful and creative teaching tool! Putting it together can be a lesson in itself (objectives: following directions and working cooperatively). Follow the directions given with the pages. Work as a group to develop a color scheme if desired, let each student color one sheet, and then working as a group again, fit the pieces together. The Mural is used in the Lesson Plans, and can be used with the **Learning Page Cutouts**. It can also serve as a background for a diorama or bulletin board display.

Use the Mural as background for the study of Camouflage, [Grade 1–2 Lesson 5](#).



# Teaching Notes:

## REPTILES/AMPHIBIANS

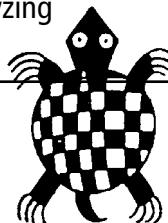
Here are some general objectives for the Reptiles and Amphibians Unit:

1. Students will recognize the shapes of reptiles and amphibians.
2. Students will know the particular characteristics of reptiles and amphibians and the differences between them.
3. Students will understand the metamorphosis of frogs and toads.
4. Students will identify the habits and habitats of reptiles and amphibians.

The study of reptiles and amphibians is a fascinating and amazing topic for young children. It is a mysterious and wonderful microcosm of new concepts to be taught and big ideas to be presented. The Learning Page provides you with Lesson Plans, Fact Files, Fun Sheets, Cutouts, and Murals to make teaching the Reptiles/Amphibians Unit productive and fun for the whole class!

Try these true/false questions as a hook or icebreaker:

1. Alligators live for hundreds of years. (false)
- True: Alligators in the wild are believed to live 35 to 50 years. In captivity their life span may be significantly longer, perhaps 60 to 80 years. Currently, there are no scientific methods of analyzing an alligator's age while it is alive.



### REPTILES

- Reptiles have scaly, dry skin.
- Reptiles breathe with lungs.
- Reptiles are cold-blooded.
- Most reptiles have claws on their feet.
- Some reptiles have teeth.
- Reptiles live in many environments, including woodlands, deserts, oceans, rivers, etc.
- Reptiles often hibernate during periods of cold weather.
- Most reptiles shed their skin as they grow.
- Reptiles do not eat as often as warm-blooded animals.
- Reptiles are mostly meat eaters, but some eat plants.
- Most reptiles lay eggs.
- Baby reptiles usually look like small adults. Examples: turtles, lizards, snakes, crocodiles.

### AMPHIBIANS

- Amphibians are the only animals that live in water for part of their life and on land for another part.
  - Amphibians breathe using gills or lungs, as well as through their skin.
  - Amphibians cannot live in very cold climates.
  - Amphibians live in or near water.
  - Amphibians do not need to eat as often as warm-blooded animals.
  - Amphibians can make many sounds.
  - Adult amphibians eat insects and other small animals.
  - Young amphibians often eat plants.
  - Amphibians lay jelly-covered eggs in water.
  - Amphibians do not look like small adults when born.
  - Young amphibians are often called tadpoles.
- Examples: frogs and toads

# Teaching Notes: REPTILES AND AMPHIBIANS

## Common Themes in The Learning Page Lesson Plans

The **Reading Recommendations** on the **Learning Page** offer starting points for studying various aspects of reptiles and amphibians. Use picture books generously, as being read to is always a favorite for younger children; the strong visuals can stimulate students' imaginations and prepare them for learning new things. Use books to initiate art projects, creative writing, book arts, math, and science activities. There are books cited for each Lesson Plan to assist you in engaging student interests at the beginning of the lesson. Books are often innovative originators of lessons, as there is often a strong subtext under the surface theme.

### Book Making and Journal Writing

Handmade children's books are an ideal way to incorporate language arts into every area of the curriculum. Writing and making books capitalize on the rich language opportunities of each of the **Learning Page** units. Children easily formulate ideas and are eager to record and share with others the wonderful things they are learning; they also will be able to read the books they write. By making their own books, from designing the cover and pages to writing down their thoughts, ideas, poems, and responses, children will value both their craftsmanship and their work.

Along with daily reading, have a time set aside for daily journal writing. As a conclusion to each Lesson Plan, give the students the topic and a little stimulation. Ask: "How does it feel to be a tadpole swimming in a pond? You have five minutes, starting right now. Write!"

### Common Themes

You will notice many common, interdisciplinary themes appearing across the units of the **Learning Page**. These can be used and adapted in many teaching situations to help students make connections between something they are studying now and something they studied in the past. Remind them how they already know this, or did this, to reinforce their learning.

**Making Books:** including papermaking and binding; books for creative writing, poetry and journal writing, drawing and painting, scrapbooks, and for project data collecting and record keeping

**Camouflage:** There will be a lesson about this survival adaptation used by all animal groups in all units related to the natural world.

**Careers:** Each unit has a profession featured, including required education, duties, special needs, and experiences.

**Graphics:** Posters, graphic organizers, and charts help students visualize the information and data that they are collecting.

**Families:** Teaching awareness of the natural life cycle of animals transfers directly to teaching awareness of home, values, and family. Change and growth are natural parts of the life of all animals.

**Art Connections:** Reptiles and amphibians are common motifs in the arts, especially in aboriginal, prehistoric, and Native American art.

Art concepts such as color, shapes, line, value, and composition can be taught using reptiles and amphibians.

**Literature and Poetry:** Aside from nonfiction and picture books cited here, traditional literature, poetry, and folklore are full of wonderful writing that can inspire and teach. Search the Internet for examples of reptiles and amphibians in stories. Notable are Aesop's fable *The Tortoise and the Hare*, the fairy tale *The Frog Prince*, and Beatrix Potter's *The Tale of Mr. Jeremy Fisher*. Native American and many other cultural groups around the world have a rich heritage of storytelling to explain the mysteries of the world using animals such as the lizard, snake, and turtle.

**Theme Parties:** Celebrations are a fun way to conclude the study of a unit; see *Dinosaurs, Grade 1–2, Lesson 12* for ideas universal to all themes: hats, place cards, invitations, costumes, face-painting, decorated cookies and special foods, games, reading, and performances for parents and schoolmates, etc. Keep the party in mind as the unit progresses; take photos and videotape, and save all student artwork and projects.

**Alphabets, letters, sounds:** Each reptile and amphibian word is an opportunity to introduce a letter and practice spelling. Use the Basics Worksheets for the alphabet, or create your own.

# Setting Up REPTILES/ AMPHIBIANS Learning Center

The Reptiles and Amphibians Learning Center is an inviting and stimulating special-interest annex that enriches the classroom work in the unit. Make it a visually interesting display to invite and entice! It should be available to students at all times as they work on lessons or independent projects that you assign or that they initiate. Add your own ideas to the following list of suggestions, and add to it as the unit progresses. Keep a record for yourself of its contents to use in upcoming years.

- **Begin** gathering your ideas for a special-interest center in your classroom a few weeks before beginning the Reptiles/Amphibians Unit.
- **Set up** a table large enough for displays, a work area for a few students, a bulletin board, and shelves for books, games, and materials. Have storage boxes with lids for files, magazines, etc. (These could be permanent storage places for you.) Place round bins under the table for toys, counters, and manipulatives.
- **Make** a big sign announcing the topic with a catchy name. Liven up the area with banners: "Book Making," "Supplies," "Art Materials," and "Books about Reptiles and Amphibians."
- **Contact** your school and city librarians to let them know that you will be beginning a Reptiles/Amphibians Unit soon; ask them to begin gathering both nonfiction and picture books and reserving them for you.

Continue collecting past issues of natural history magazines to use for ideas, color pictures for bulletin boards, and collages.

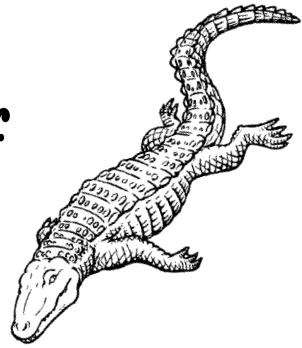
- **Arrange** the books on a shelf separated into fiction and nonfiction titles and in alphabetical order by author. Display picture books so the bright covers are visible. Ask students to replace the books in the correct location to make it easier for others to find them. To encourage good library habits, leave a box of cards or a sign-out sheet near the books so students can check them out of the classroom.

Books to look for: *The Marine Biology Coloring Book* by Thomas M. Niesen; *Snakes of the World Coloring Book*, by Jan Sovak. Two very good how-to-draw books for this unit are *Draw Desert Animals* and *Draw Rainforest Animals*, both by Doug DuBosque.

- **Provide** games; look for games and simple jigsaw puzzles, plastic toys, and models, and counters or

manipulatives in the shape of reptiles. Museum gift shops feature lots of nature-themed items.

- **Tools of the Trade:** A terrarium, frog or toad eggs, magnifying glass, field guides to reptiles and amphibians (see book list), maps of the world and the United States
- **Hang** interesting lightweight objects, from the ceiling if possible, such as a stuffed lizard, or a snake mobile. Display Cutouts and the Mural from a previous year, or made as samples.
- **Have** boxes for art supplies, horizontal stacking file bins for papers and materials to make books, and a place for instruction sheets and independent assignment suggestions. Use large coffee cans (all sharp edges removed, covered with contact paper) to store scissors, pencils, rulers, and glue.
- **Provide** a tape or CD player. Obtain recordings of frogs, environmental sounds, and music.
- **Show** reduced samples of the Learning Page Fact Files on the bulletin board, pasted on colored construction paper and fanned out. Post maps, student artwork, and other eye-catching materials to make the Learning Center more inviting. Be creative!
- **Involve** the parents. Send a note home asking for suggestions; many people keep a pet snake, turtle, or iguana or know someone who does. Inquire at the local college, university, or zoo for an expert who can come in and talk to the class.
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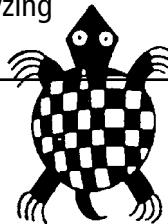
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# LESSON PLAN

## 1

**Skills:** compare and contrast, chart, sort and categorize

**Materials:** writing and drawing materials, poster paper

**Preparation:** Using any method (see Oceans Grade 1-2 Lesson 2), make flash cards to aid students' learning of reptile and amphibian facts. For younger students, the teacher can create flash cards, simplifying the information provided on the Fact Files. Or, fold the Fact File page in half and use just the picture as a prompt for naming and classifying the animal.

**Resources:** Peterson First Guides: Reptiles and Amphibians, by Conant, Stebbins, and Collins; Slithery and Slimy, Reading A-Z

**Funsheets:** Fundamentals 12, 17; Kindergarten Science 5-10; Kindergarten Math 14; Kindergarten Language 4, 5; Grade 1 Science 1, 4, 5, 6

# Introduction to Reptiles/Amphibians

**Unit Objective:** Students will develop an awareness of reptiles and amphibians through activities featuring the characteristics of each group; students will be able to identify an animal as a reptile or an amphibian.

**Introduction:** Assess prior knowledge by asking what students know about this group of animals. They have probably seen movies or read stories about these animals.

Have students previously studied the Learning Page Unit on Dinosaurs or Oceans? Both of these units contain information and activities about the "herps" (what scientists call this group). Ask: "What would you like to know about reptiles and amphibians?" List their responses on a sheet of butcher paper displayed on the wall. Keep it there to refer to throughout the Unit.

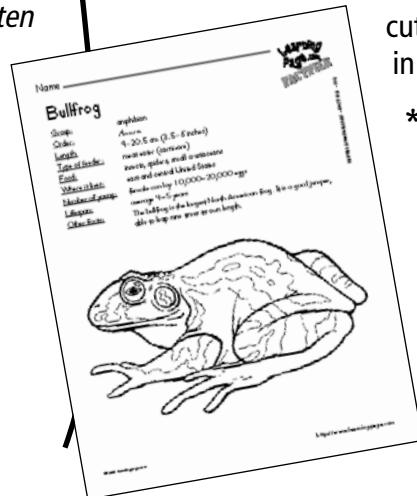
**Reference:** Peterson First Guides: Reptiles and Amphibians

### Procedure:

1. Write two headings on the board: Reptiles, Amphibians.
2. Go through the special characteristics of each group (see Teaching Notes, page 2).
3. Make a Venn diagram showing the characteristics that are shared and those that are unique to each set of animals (see Grade 3, Science 3).
4. Have groups create posters showing the characteristics; half the class could do Reptile Characteristics, the other half Amphibian Characteristics. Require both visual and written information along with the verbal presentation.

**Conclusion:** As a review, allow time for each group to present findings. From time to time during the unit, you might quiz students randomly by holding up a picture and saying, "Reptile or amphibian? Why?"

**Reptiles and Amphibians Learning Center:** Collect past issues of natural history magazines, such as *Audubon*, *Natural History*, *National Geographic*, *Smithsonian*, *Discover*, *Falcon*, and *Ranger Rick*; they are easy to find in used book stores, thrift shops, and through parent and community donations. They make wonderful sources of photographs that can be used as examples of animals and their habitats, and they can be cut up for collages and other art activities. Leave these in the Reptiles/Amphibians Learning Center.



**\*FACT FILES:** Download and copy the Learning Page Fact Files and the Cut Outs, and keep a master for yourself in a 3-ring binder. Distribute them in a colored pocket folder and give students time to look them over, organize them, and decorate the folder covers. As an introduction to the Unit, take some time with the students to look at the Fact Files, page by page, reading the information slowly as they follow along.

## LESSON PLAN 2

**Skills:** same and different, creating and using graphic organizers

**Materials:** chart paper, writing and drawing materials

**Resources:** *Slithery and Slimy*, Reading A–Z; *Crocs and Gators*, Reading A–Z; *Imagine You Are a Crocodile*, by Karen Wallace

**Funsheets:** *Fundamentals 40*; *Kindergarten Science 3*; *Kindergarten Math 2, 4*; *Grade 2 Science 1*

# Alligator or Crocodile?

Grade 1–2

**Objective:** Students will recognize how alligators and crocodiles are the same and how they are different.

**Introduction:** Alligators and crocodiles are reptiles that look similar to each other, but they are not exactly the same. Below are some facts about these two animals. You can share these facts with the class all at once or mention them as you come across them in your readings.

**Read:** the books mentioned at left, or any title from the list that you haven't read yet that discusses crocodiles and alligators.

**Procedure:** On the board, make a chart like the following and add an enlarged Cut Out of each animal to reinforce their similarities and differences. Write down pertinent facts as you discuss them. Prompt students to recall facts they have read.

**Conclusion:** After discussing these facts, ask students to create a simple chart or Venn diagram relating some of the things about these two animals that are the same and some that are different. Have students present their findings to the class.

**Reference:** *Peterson First Guides: Reptiles and Amphibians*

### Procedure:

1. Write two headings on the board: Alligator and Crocodile.
2. Go through the special characteristics of each group (see *Preschool–K Lesson 2*).
3. Make a Venn diagram showing the characteristics that are shared and those that are unique to each set of animals (*see Grade 3, Science 3*).
4. Have groups create posters showing the characteristics; half the class could do Alligator Characteristics, the other half Crocodile Characteristics. Require both visual and written information along with the verbal presentation.

**Conclusion:** Allow time for each group to present findings. From time to time during the unit, you might quiz students randomly by holding up a picture and saying, "Alligator or crocodile? Why?"

**Further Possibilities:** Make flash cards from the Fact Files. One way: Fold each page just above the illustration, then open flat. Bring the fold line up to just under the animal's name, and press flat (all the facts should be covered.) Paste this onto a piece of cardboard or oaktag. To make it easier, you can also paste the facts onto the reverse side of the card for reference. (*See Oceans, Grade 1–2, Lesson Plan 002A for illustrations*).

Using your Fact Files flashcards, quiz students about the animals in this unit. They can guess which animals are reptiles and which are amphibians based on the information above. Then have students construct graphs, sorting the animals according to group: reptile or amphibian.

## LESSON PLAN 3

**Skills:** alphabetical order, beginning sounds, research using Fact Files

**Preparation:** Copy enough Reptiles/Amphibians Inventory Sheets for each student.

**Materials:** white drawing paper, drawing materials

**Resources:** I Need a Snake, by Lynn Jonel; The Salamander Room, by Ann Mazer; The Lucky Lizard, by Ellen Kelley

**Funsheets:** Fundamentals 35; Kindergarten Science 1; Grade 1 Science 10, Language 3

# Adopt a Reptile or Amphibian

Grade 1-2

**Objective:** Students will become familiar with one reptile or amphibian and be able to share what they learn.

**Introduction:** Ask: "Does anyone keep one of these animals as a pet or know someone who does?" Discuss the pros and cons of having a snake, lizard, or frog as a pet.

Have students choose a reptile or amphibian that will be their adopted creature for this activity; or, use the Reptile/Amphibian Inventory Sheet cut into strips and folded so students can pick one at random from a hat.

**Read:** I Need a Snake.

### Procedure:

1. Pass out a copy of the Reptiles/Amphibians Inventory Sheet to each student and have them put the animals in alphabetical order on a separate piece of paper. Then, assign each student an animal, or have them choose one as their own. If they initiate it, they can pick one that is not on the list (that begins with a letter that is not on the list).
2. Have the students draw their animal in the center of a large sheet of drawing paper, as well as the letter it starts with. Demonstrate how to draw large, capital, block letters, with width to the strokes. Hand out copies of various font alphabets for ideas.
3. Using their Fact Files, or other materials from the Learning Center, students can fill the rest of the paper with features of the habitat, the surroundings of the animal.

**Conclusion:** Go around the room and have students stand, display their picture, and tell what they learned about that animal.

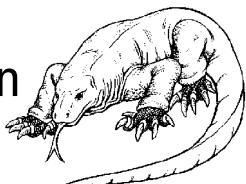
### Further Possibilities:

1. Movement: Be your animal: Slither like a snake. Crawl like a turtle.
2. Art: Make a painting of your reptile or amphibian; be sure to show where it lives.
3. Book Arts: Construct a book all about your animal. Use any book form you like.
4. Language: Write down or draw pictures of things that begin with the same letter as your chosen animal.
5. Writing: Using the style and form of the Learning Page Fact Files, students can write new Fact Files for animals that are not featured. Examples are skink, anole, and horned lizard. Students can gather information and statistics about these animals from their readings or from the Internet, and illustrate them as well.

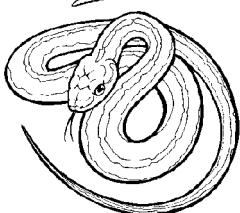
# REPTILES/AMPHIBIANS INVENTORY

Name \_\_\_\_\_

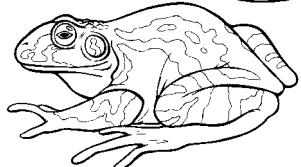
Komodo Dragon



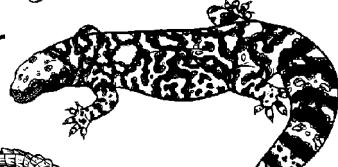
Common  
Garter Snake



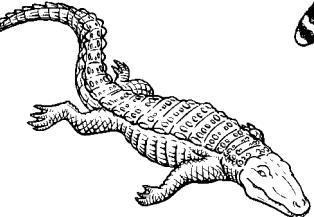
Bullfrog



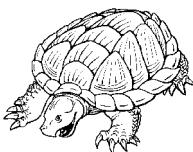
Gila Monster



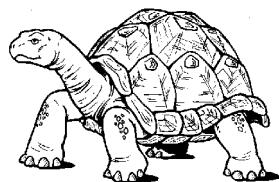
American  
Alligator



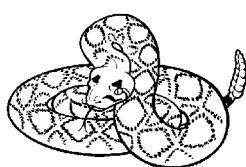
Alligator  
Snapping Turtle



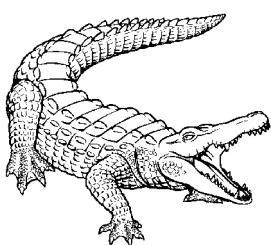
Galapagos  
Giant Tortoise



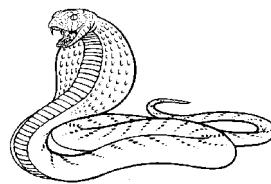
Western  
Diamondback  
Rattlesnake



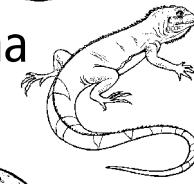
American Crocodile



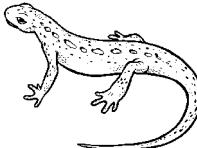
King Cobra



Marine Iguana



Newt



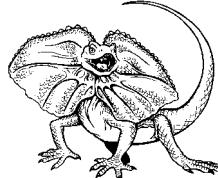
Chameleon



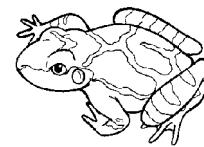
Banded Gecko



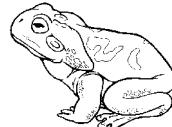
Frilled Lizard



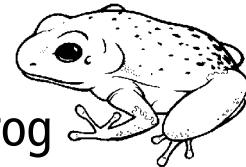
Spring Peeper



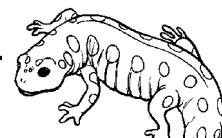
Giant Toad



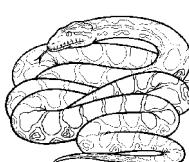
Strawberry  
Poison-Arrow Frog



Spotted Salamander



Anaconda



## LESSON PLAN 4

**Skills:** writing, prefixes and suffixes

**Materials:** paper

**Resources:** any of the books on the reading list

### Words with Special Meanings

**reptile:** an animal with a backbone and scaly skin that lays eggs with leathery shells

**amphibian:** an animal with a backbone and skin that is not scaly that lives in the water when it is young and moves onto land as an adult

**herpetology:** the branch of zoology dealing with reptiles and amphibians

**Funsheets:** Kindergarten Math 1, Science 7

**Objective:** Students will be able to write and say specialized words that apply to herpetology.

**Introduction:** Note how studying science presents us with lots of new and strange words. Repeat this long and funny sounding word: *herpetology*.

**Read:** several of the books from the Reptiles/Amphibians reading list.

### Procedure:

1. As you are reading the various story books and nonfiction books on the reading list, take time to discuss words that are unfamiliar to students. Pause in the reading and write them on the board. Compile these in a class vocabulary list.
2. Write and diagram the word *herpetology*. Use the opportunity to talk about prefixes and suffixes. Tell students that herpetology is the study of reptiles and amphibians. Then ask, "What do you think the prefix *herp-* means? What do you think the suffix *-ology* means?"

**Conclusion:** Prompt for other words that have these letters in front and in back of them. Examples: *herpetologist, biology*

**Further Possibilities:** Create word games and crossword puzzles using the new words that you and your class have collected. Take one of the longer words (such as salamander or alligator) and write it in large letters at the top of a worksheet. Ask students to find as many words as they can inside this word with at least three letters.

## LESSON PLAN

### 5

**Skills:** visual perception, see and duplicate, matching

**Preparation:** Cut out pictures of animals from nature and science magazines. Have one picture for each student. (Try to find reptiles and amphibians; this might take extra prep time.)

**Materials:** science and nature magazines, drawing paper (9 x 12 will do), paste or white glue, drawing materials (crayons, oil pastels, markers)

**Resources:** Camouflage, Reading A-Z; Hide and Seek, A National Geographic Action Book, by Tony Eugene; What Color Is Camouflage? by Carolyn Otto; Who's Hiding, by Susan Canizares, How to Hide a Crocodile and How to Hide an Alligator, by Ruth Heller; Hide and Snake, by Keith Baker

#### Words with Special Meanings

**camouflage:** the colors and patterns of an animal that blend in with the background and conceal it from predators and help it to ambush prey.

**predator:** an organism that eats another organism

**Funsheets:** Kindergarten Language 9, Math 5

# Hide and Seek: Camouflage

Grade 1-2

**Objective:** Students will understand the importance of camouflage (shape and coloration) in the habitat of these two classes of animals, and be able to hide an animal by creating a camouflaged environment around it.

**Introduction:** Ask: "Have you ever played Hide and Seek?" Talk more about hiding and ask students to think of when they would be disguised to avoid detection (playing games, dressing up for Halloween, or a part in a play).

In the natural world, it's not a game; hiding can mean survival.

Why are some reptiles and amphibians such beautiful colors and patterns? Talk about different ways that animals use their colors and ability to change colors: warning, calling attention to themselves for mating, announcing their social status, trickery, mimicry, disruptive coloration, hiding on the ground and in plants. Chameleons can change color to blend in with their background.

#### Fact File 13.

Note that the females of any species may be more blandly colored to blend with their surroundings and better protect their young. The male is often brightly colored to attract females for mating. Also, young animals (juveniles) are often different colors than their parents so that they can travel freely away from the protection of their parents and be unharmed.

**Read:** How to Hide an Alligator, or several of the premarked sections of the other books.

#### Procedure:

1. Give a cutout picture to each student, or allow students to pick their own.
2. Demonstrate how to paste the cutout in the middle of a sheet of paper.
3. As the glue dries, tell them that the assignment is to hide the animal by creating a background around them that *camouflages* them. Younger children may not understand the concept of *background*, so say: "In the space around the animal, draw its surroundings so that it is camouflaged."

**Conclusion:** Talk about other animals you have studied that use camouflage to their benefit (Zoo Animals, Preschool-K Lesson 7; Insects, Grade 1-2 Lesson 9, Oceans, Grade 1-2).

## LESSON PLAN

### 6

**Skills:** spelling, sounds, alliteration and onomatopoeia

**Resources:** All About Rattlesnakes, by Jim Arnosky; Can Snakes Crawl Backwards?, by Gilda Berger; The Great Snake Escape, by Molly Coxe; Small Green Snake, by Libba Moore Gray; The Snake Book, by Mary Ling; Snake Tales, by Marguerite Daval

#### Words with Special Meanings

**onomatopoeia:** the naming of a thing or action by a vocal imitation of the sound associated with it (hiss, buzz). Writers use this device to make their writing more colorful.

# Snake and Other "S" Words

Grade 1-2

**Objective:** Use the initial letters and sounds of the various reptiles and amphibians to help students remember and write the letters and words. Snake is a perfect example because it is shaped like the letter S.

**Introduction:** Ask questions to determine students' prior knowledge about snakes. Have any of the students seen one up close somewhere besides a zoo? What are their fears, ideas, questions?

**Read:** several of the books about snakes.

#### Procedure:

1. Look for students' reactions when you say "sssssssnake!" This is the sound a snake might make. It is also a way to remember what letter it begins with. (This is called *onomatopoeia*, which is a big word for young children and will need to be explained.)
2. Draw a big "S" on the board. Then, double the line and connect it at the ends to form a snake. Direct students to try this on their papers.
3. Have the students color their snakes and write the rest of the word after the "S."

#### Extensions:

1. Ask the students what other reptiles can be made from the shape of their first letter? Try an alligator "A," a lizard "L," or a crocodile "C."
2. Many recycled materials can be used for snake crafts; try cardboard tubes, egg cartons, or spools (fun to string). Or try modeling clay, rolling into coils.
3. Call a local pet shop or department of zoology and try to have a snake brought to class. Seeing a snake in a safe environment with a competent handler will help allay any fears children may have.

## LESSON PLAN 7

**Skills:** language arts, creative writing, rhyming, alliteration

**Resources:** *Creatures of the Earth, Sea and Sky*, by Georgia Heard; *The Random House Book of Poetry for Children*, edited by Jack Prelutsky; *All the Small Poems*, by Valerie Worth; *Hailstones and Halibut Bones*, by Mary O'Neill

### Words with Special Meanings

**alliteration:** repetition of an initial sound (usually a consonant or cluster) in two or more words in a phrase.

**Funsheets:** Grade 2 Language 6

## Writing Poems

**Objective:** Students will create a poem in their own words and then illustrate it.

**Introduction:** Make sure that students are familiar with the concept of poetry, rhyming, meter, and rhythm.

**Read:** several poems about reptiles and amphibians from some of the books mentioned at left.

### Procedure:

1. Post a Word Bank list to get students started on their poems. Ask them for more word ideas to add to the list.
2. Go through the list and brainstorm rhyming words for the words in the Bank. Then, ask for words that begin with the same letter or sound. To take it further, ask for action words that begin with the same sound.
3. Give students a time limit to sit quietly and write their first poems. You may also give them a limit of lines or words to use to keep it simple at first.
4. If students are having trouble getting started, give them this assignment: Begin your poem with a reptile or amphibian. Then include many words (at least 6) that have the same beginning sound. The poems do not need to rhyme.

Example:

Turtle tells timid tortoise:  
Tonight to the town!  
Taking the taxi, together.

**Conclusion:** Poems can be copied into the Reptile/Amphibian Journals and illustrated. Children may be inspired to write poetry after taking a trip to the zoo or watching a video.

### Sample Word Bank:

word	rhyming word	word with same beginning	verb with same beginning
snake	make	sneak	snore
lizard	wizard	lint	lift
frog	log	from	fly
toad	load	told	try
newt	fruit	next	need
Gila	feel a	give	guess
beaded	needed	bean	been
horn	torn	hood	honk
alligator	waiter	all	accept
crocodile	style	crack	close

## LESSON PLAN 8

**Skills:** work, career, education

**Preparation:** Look at the following books before class and bookmark sections to read in class.

**Materials:** lined paper and drawing paper, writing and drawing tools

**Resources:** *The Search for the Poison Dart Frogs*, by Ron Fridell; *The Snake Scientist*, by Sybil Montgomery; *Careers for Animal Lovers and other Zoological Types*, by Louise Miller; *Working with Wildlife*, by Thane Maynard and Jane Goodall

### Words with Special Meanings

**herpetologist:** a person who studies reptiles and amphibians; usually, the field of study will be narrowed to one species of one group of animals.

# So You Want to Be a Herpetologist?

**Objective:** Students will explore herpetology as an occupation, and be able to report their findings. The students' vision of work and careers will be expanded.

**Introduction:** Although many young people are intrigued by careers involving animals, they often think only of veterinary work with pets. There are many other possibilities.

Scientists who work in specific fields have special names. A *herpetologist* is a scientist who studies amphibians and reptiles. Like most other fields of vertebrate biology (e.g., ichthyology [study of fish], mammalogy [study of mammals]), herpetology is composed of a number of cross-disciplines: behavior, ecology, physiology, anatomy, paleontology, taxonomy, and others. Most herpetologists narrow their interests, working on only one order or suborder (e.g., frogs, salamanders, horned lizards).

**Read:** sections from the books that apply to this field of study.

### Procedure:

1. In a group discussion, ask students to think of unique and interesting aspects of a herpetologist's job. Name some positive aspects, and some negatives. Prompt students to think about different places that a reptile/amphibian scientist might go to study, do research, or collect information.
2. Consider the advantages that a herpetologist has over an ornithologist or ichthyologist: that the studied animal can often be approached quite closely for a good look or photo, or even to be captured.
3. Have the students draw a poster to attract others to this occupation. Before beginning, brainstorm about the area they have chosen and answer any questions; write ideas on the board.
4. Suggest that students begin the poster with a large figure of the person at work (male or female): What kinds of clothes would they wear? The background can be any habitat they have seen or can invent. They can copy the words from a list on the board to use as headlines for their posters if desired.

**Conclusion:** After looking over all of the posters, ask if anyone would like to work in jobs connected with reptiles and amphibians. Why? (Reasons why: be outside, help animals, be in rural areas, dress casually, like science, like to travel, help the environment. Reasons why not: afraid of snakes, get homesick, afraid of animals, don't want to live in the jungle.)

**Further Possibilities:** Have students go online or to the library to read more about herpetology, and to read about individual herpetologists and the work they are doing.

Say to students: "If you are interested in learning more about reptiles and amphibians, and identifying them on your own, make sure you have the proper equipment and training. If you have no experience in this, find someone who can teach you. In addition, you should obtain a field guide to properly identify your findings."

# LESSON PLAN

## 9

**Skills:** geography, awareness of Native peoples, illustrating a story

**Materials:** map of the United States and Mexico

**Resources:** *Efraín of the Sonoran Desert*, by Amalia Astorga as told to Gary Paul Nabhan; *Listen to the Desert, Oye al Desierto*, by Pat Mora

### Words with Special Meanings

**diversity:** the condition of having differences

**Funsheets:** Grade 1 Science 5

# Desert Reptiles

Grade 1-2

**Objective:** Students will be aware of the vast diversity of reptile life in deserts; students will locate and name the Sonoran and other major deserts of the United States.

**Introduction:** On the map, point out areas of the United States that contain the major deserts (Sonoran, Chihuahua, Mohave, Great Basin). The lizard in the story is a native of the Sonoran desert located in southern Arizona and northern Mexico. Point out where the Seris live in northern Mexico.

**Read:** *Efraín of the Sonoran Desert*

### Procedure:

1. As you read, allow plenty of time for students to look at the beautiful illustrations. Ask them to look carefully and point out features of the landscape that tells them about the desert.
2. After reading, ask students to recall parts of the story and pictures that tell about the Seris (shelter, clothes, food, economy, climate, etc.). Then, talk about how their way of life is different from ours.
3. Look at the illustration on page 30. What kind of lizard was Efraín?

**Conclusion:** What are your impressions of the desert? Have you ever been to the desert? Did you see any reptiles there?

### Further Possibilities

1. Look at the patterns on the skin of lizards (in this story or in other books). Can you see how these patterns have inspired native peoples and their artwork? If possible, show pictures of examples of beadwork, blankets or rugs, baskets, etc. that demonstrate this. Sample question: "Where do you think the Navajos get their ideas for their rugs?" From nature: mountains, rivers, animal skin designs (rattlesnake, lizard).

2. Read about the author and the illustrator on the inside back cover flap.

**Gary Paul Nabhan** is an ethnobotanist. Discuss what this word means: a *botanist* is a person who studies plants. The prefix *ethno-* means people or culture. This type of scientist studies how plants affect people and how people use plants. It includes how groups of people use plants to make crafts, foods, shelter, and the buying and selling of plants (commerce and economy).

**Janet Miller** is an artist who illustrated the story. She paints on the back side of the glass, so we see the image in reverse, as if in a mirror. Look again at the illustrations and imagine how you would do this. What would be the first thing(s) you would paint?

Research the origins of this art form. Using a small piece of glass with the edges taped, experiment with one of your own (teacher or parent supervision required).

**LESSON PLAN****10**

**Skills:** comprehension, interpretation, uses of "myth" in writing, visual perception

**Materials:** writing and drawing materials

**Resources:** *Keepers of the Earth*, by Joseph Bruchach and Michael Caduto; *Snake Tales*, by Marguerite Daval

**Funsheets:** Kindergarten Math 9, Language 8

# Retelling Stories

**Grade 1-2**

**Objective:** Students will retell a story featuring a reptile or amphibian, based on hearing one or more readings of the story; students will also draw a picture that illustrates the story.

**Introduction:** Many Native American groups tell stories, or myths, which are made up to explain why things happen in the world. Write the word *myth* on the board and take a minute to talk about what it means.

Ask students if they know of any stories with snakes or lizards. (They may mention *Efraín of the Sonoran Desert*, discussed in Lesson 9.) Ask if students have heard any of the Coyote stories from Yaqui and Tohono O'odham lore. The coyote is often portrayed as a trickster.

**Read:** any of the stories in the books at left that feature a snake or lizard.

**Procedure:**

1. Read the chosen story several times over a few days so students become familiar with it. Follow each reading with a brief discussion of one aspect of the story (characters, setting, action, problems, order of events, conclusions).
2. On the same day you last read the story, or a day later, ask students to recall the story and retell it. They may dictate the story to a teacher, or they may write it themselves.
3. After all the members of the class have done their writings, have the students read their versions. Each one will be different according to how the student perceived and interpreted the story. Appreciate the differences in a non-judgmental manner.
4. Ask students to illustrate their stories on a separate piece of paper.

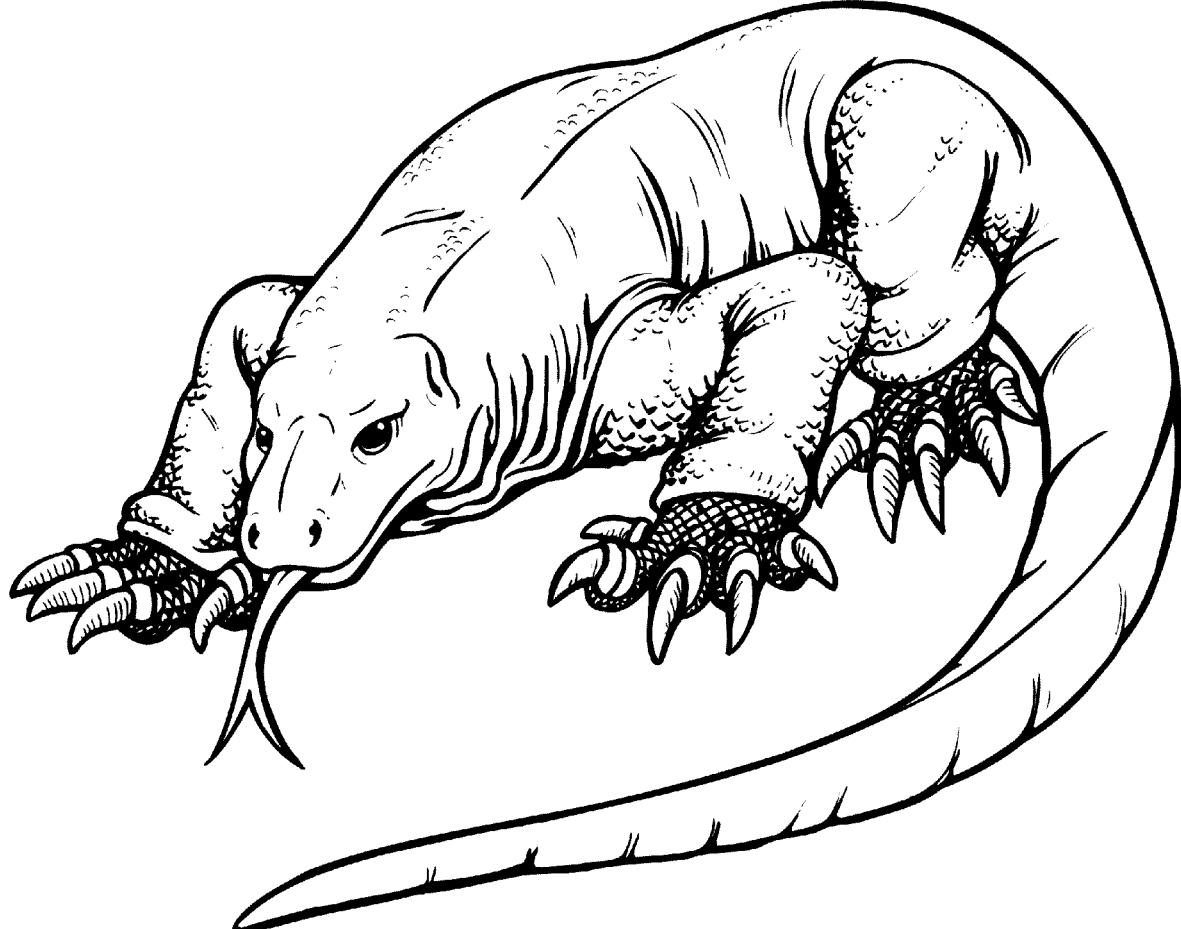
**Conclusion:** Mount the two pieces (writing and picture) together on colored paper and display the finished pieces in the room.

**Further Possibilities:** See Grade Pre-School-K, Lesson 6 for other stories to write about.

Name \_\_\_\_\_

# Komodo Dragon

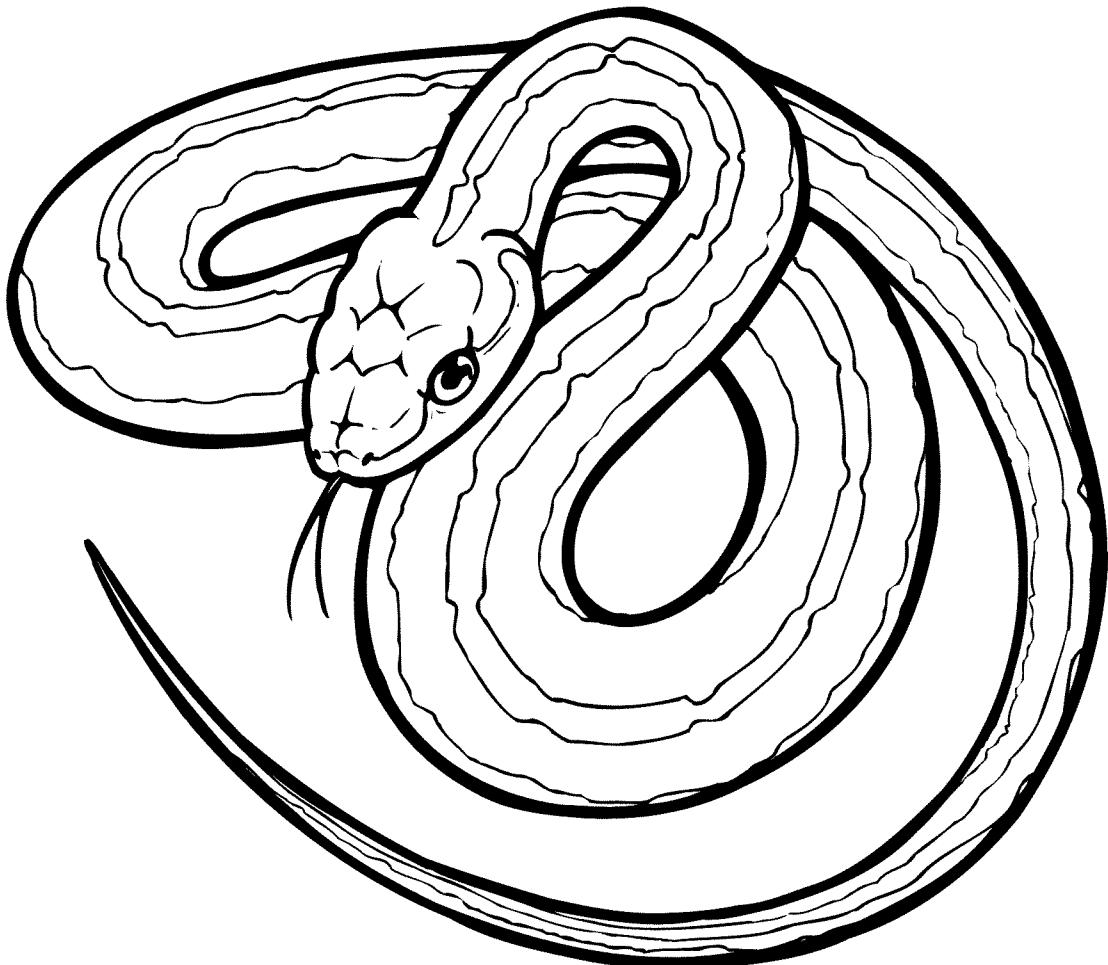
<u>Group:</u>	reptile
<u>Order:</u>	<i>Squamata</i>
<u>Length:</u>	3 meters (10 feet)
<u>Weight:</u>	100 - 136 kilograms (220-300 pounds)
<u>Type of feeder:</u>	meat eater (carnivore)
<u>Food:</u>	small deer and wild pigs
<u>Where it lives:</u>	exclusively on the Indonesian islands of Komodo, Pintja, Pada, and Flores
<u>Number of young:</u>	female lays 15 eggs
<u>Lifespan:</u>	20 years
<u>Other facts:</u>	The Komodo dragon is the largest lizard in the world. It was discovered fairly recently, in 1912. It has deadly bacteria in its mouth that cause lethal infections in any animal it bites.



Name \_\_\_\_\_

# Common Garter Snake

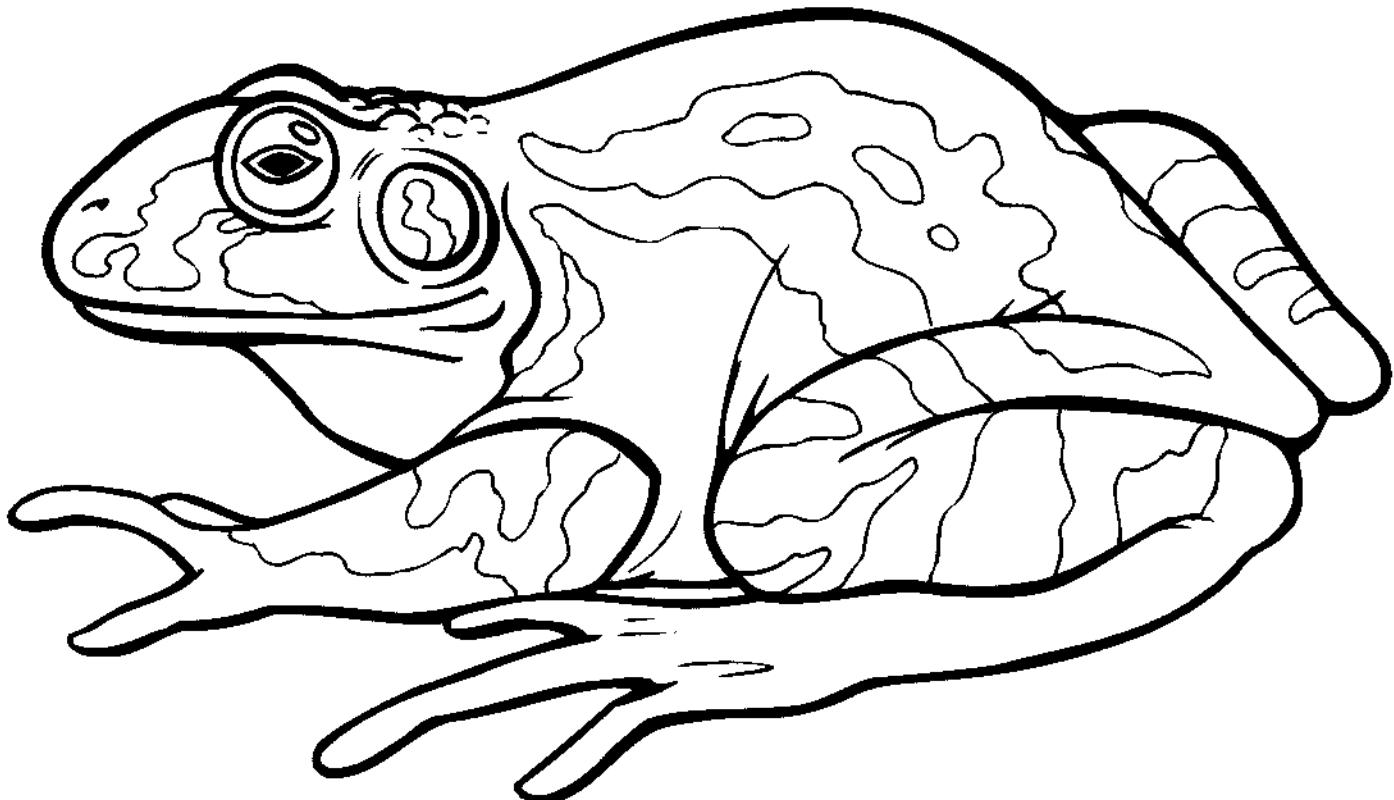
<u>Group:</u>	reptile
<u>Order:</u>	<i>Squamata</i>
<u>Length:</u>	46–131 cm (18–51 inches)
<u>Type of feeder:</u>	meat eater (carnivore)
<u>Food:</u>	frogs, toads, salamanders, earthworms, small fish, mice
<u>Where it lives:</u>	North America
<u>Number of young:</u>	7–85 babies born live
<u>Lifespan:</u>	10 years
<u>Other facts:</u>	The most common snake in North America. Unfriendly when first caught, it may bite, but it is easily tamed and soon becomes docile.



Name \_\_\_\_\_

# Bullfrog

<u>Group:</u>	amphibian
<u>Order:</u>	<i>Anura</i>
<u>Length:</u>	9–20.5 cm (3.5–8 inches)
<u>Type of feeder:</u>	meat eater (carnivore)
<u>Food:</u>	insects, spiders, small crustaceans
<u>Where it lives:</u>	east and central United States
<u>Number of young:</u>	female can lay 10,000–20,000 eggs
<u>Lifespan:</u>	average 4–5 years
<u>Other facts:</u>	The bullfrog is the largest North American frog. It is a good jumper, able to leap nine times its own length.



Name \_\_\_\_\_

# Gila Monster

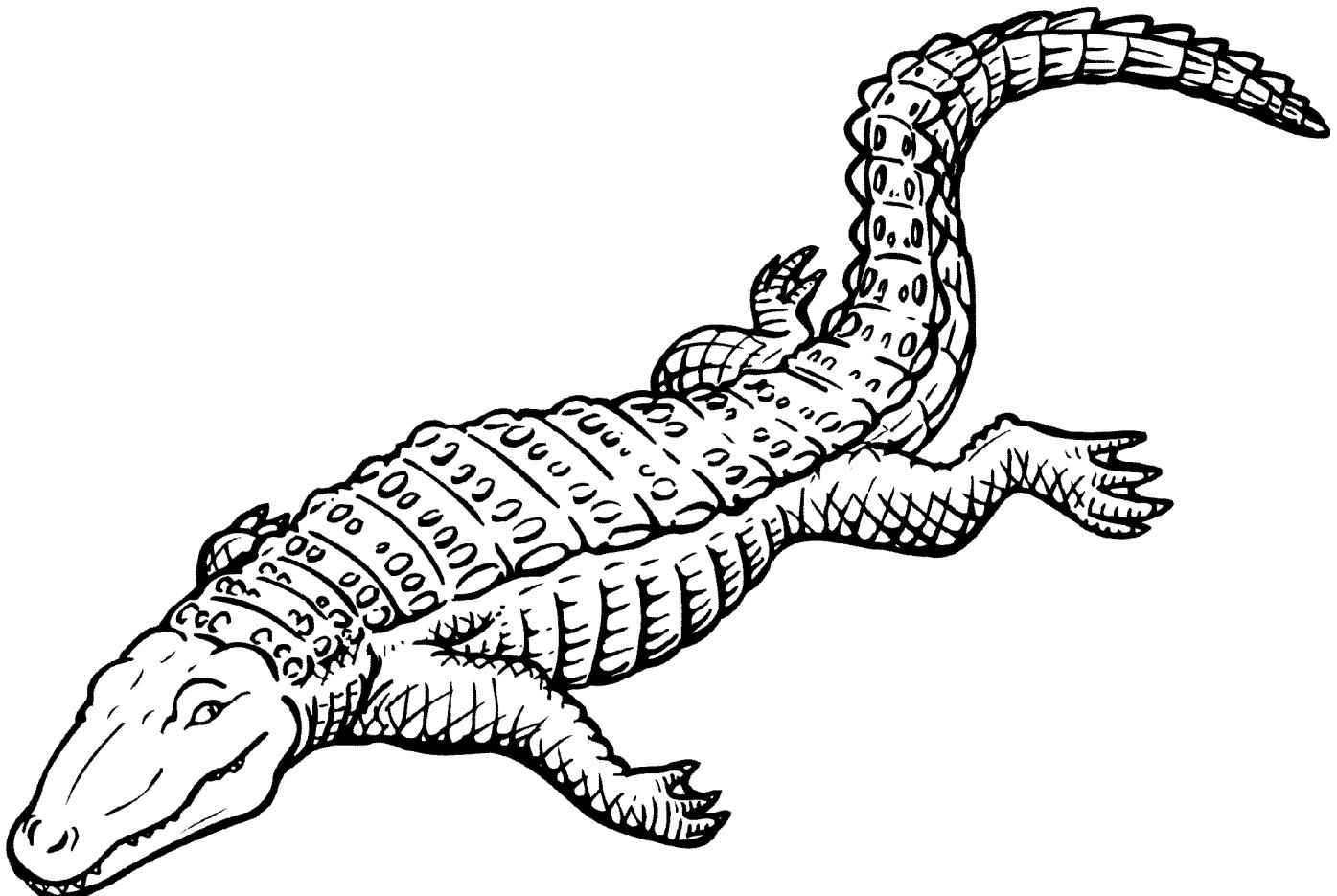
<u>Group:</u>	reptile
<u>Order:</u>	<i>Squamata</i>
<u>Length:</u>	46–61 cm (18–24 inches)
<u>Weight:</u>	4.5–5 kilograms (10–11 pounds)
<u>Type of feeder:</u>	meat eater (carnivore)
<u>Food:</u>	small birds, eggs, small rodents, other lizards
<u>Where it lives:</u>	southwestern United States and Mexico
<u>Number of young:</u>	female lays 3–13 eggs
<u>Lifespan:</u>	20 years
<u>Other facts:</u>	The Gila monster is the only venomous lizard in the United States. It stores fat in its large tail. As the fat is used up as energy, the tail becomes thinner.



Name \_\_\_\_\_

# American Alligator

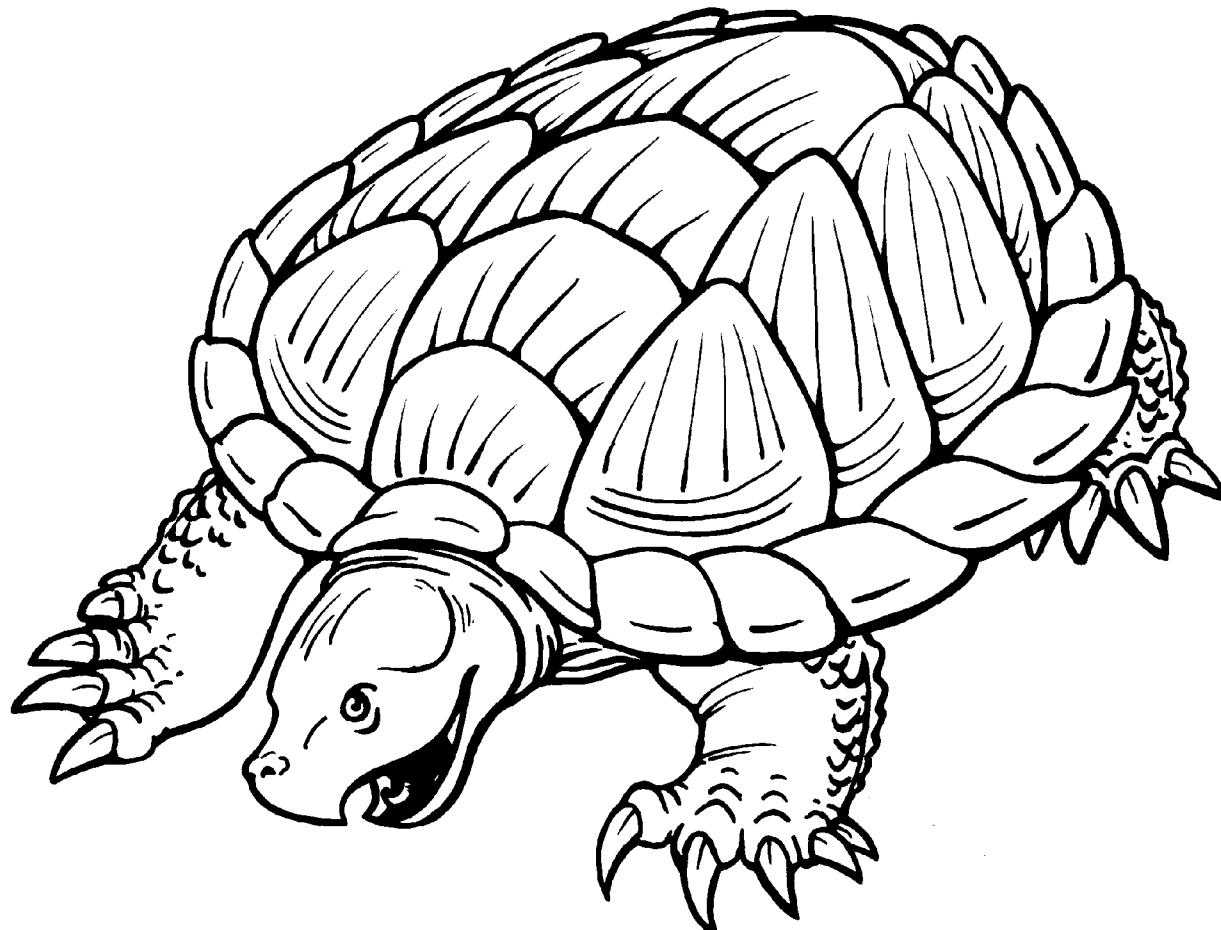
<u>Group:</u>	reptile
<u>Order:</u>	<i>Crocodylia</i>
<u>Length:</u>	1.8–5.84 meters (6–19 feet)
<u>Weight:</u>	204–227 kilograms (450–500 pounds)
<u>Type of feeder:</u>	meat eater (carnivore)
<u>Food:</u>	fish, small mammals, birds, turtles, snakes, frogs
<u>Where it lives:</u>	southeastern United States
<u>Number of young:</u>	female lays 25–60 eggs
<u>Lifespan:</u>	up to 50 years
<u>Other facts:</u>	The American alligator is the largest reptile in North America. It hibernates in dens during winter.



Name \_\_\_\_\_

# Alligator Snapping Turtle

<u>Group:</u>	reptile
<u>Order:</u>	<i>Chelonia</i>
<u>Length:</u>	34–66 cm (13–26 inches)
<u>Weight:</u>	up to 22.5 kilograms (50 pounds)
<u>Type of feeder:</u>	meat and plant eater (omnivore)
<u>Food:</u>	aquatic plants, fish, birds, small mammals, carrion
<u>Where it lives:</u>	southern United States
<u>Number of young:</u>	female lays 10–52 eggs
<u>Lifespan:</u>	up to 60 years
<u>Other facts:</u>	The alligator snapping turtle has a unique pink wormlike structure on its tongue that it wiggles to attract prey.

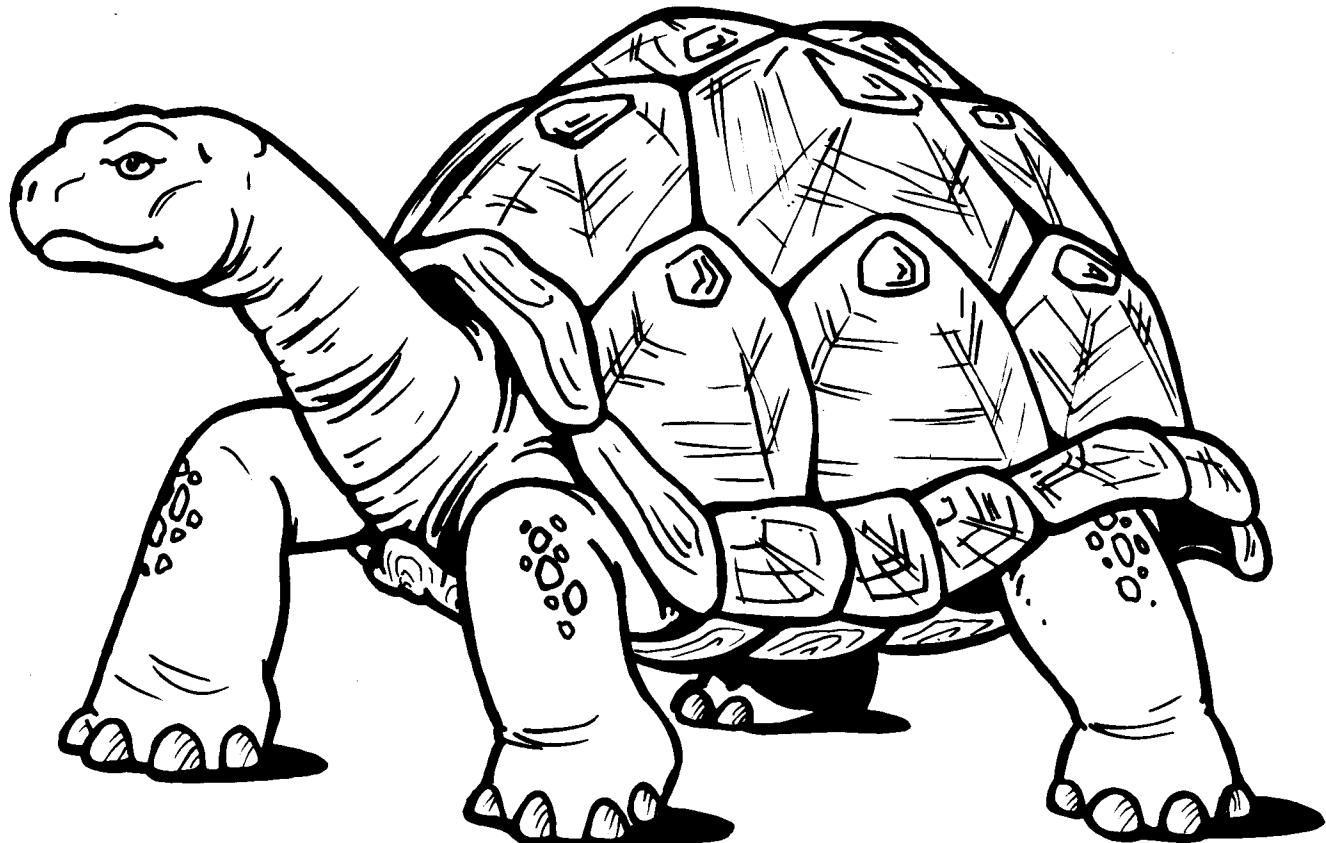


Name \_\_\_\_\_

# Galapagos Giant Tortoise

Learning  
Page.com  
**FACTFILE**

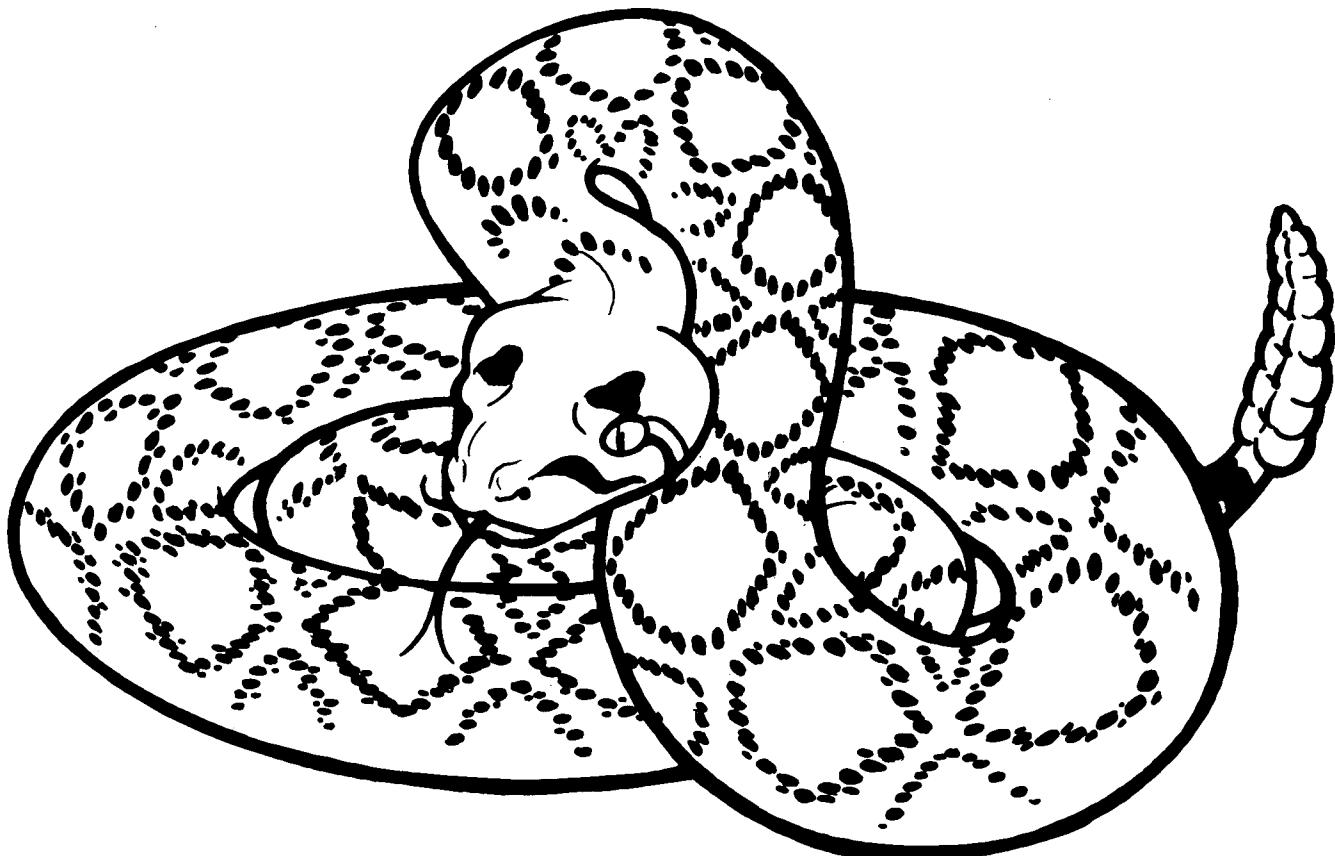
<u>Group:</u>	reptile
<u>Order:</u>	<i>Chelonia</i>
<u>Height:</u>	1.2 meters (4 feet)
<u>Weight:</u>	up to 227 kilograms (500 pounds)
<u>Type of feeder:</u>	plant eater (herbivore)
<u>Food:</u>	plants, cacti
<u>Where it lives:</u>	Galapagos Islands
<u>Number of young:</u>	female lays up to 17 eggs
<u>Lifespan:</u>	100 years or more
<u>Other facts:</u>	The size and shape of a Galapagos giant tortoise's shell varies according to which island it lives on. This fact was observed by Charles Darwin while researching <i>The Origin of the Species</i> .



Name \_\_\_\_\_

# Western Diamondback Rattlesnake

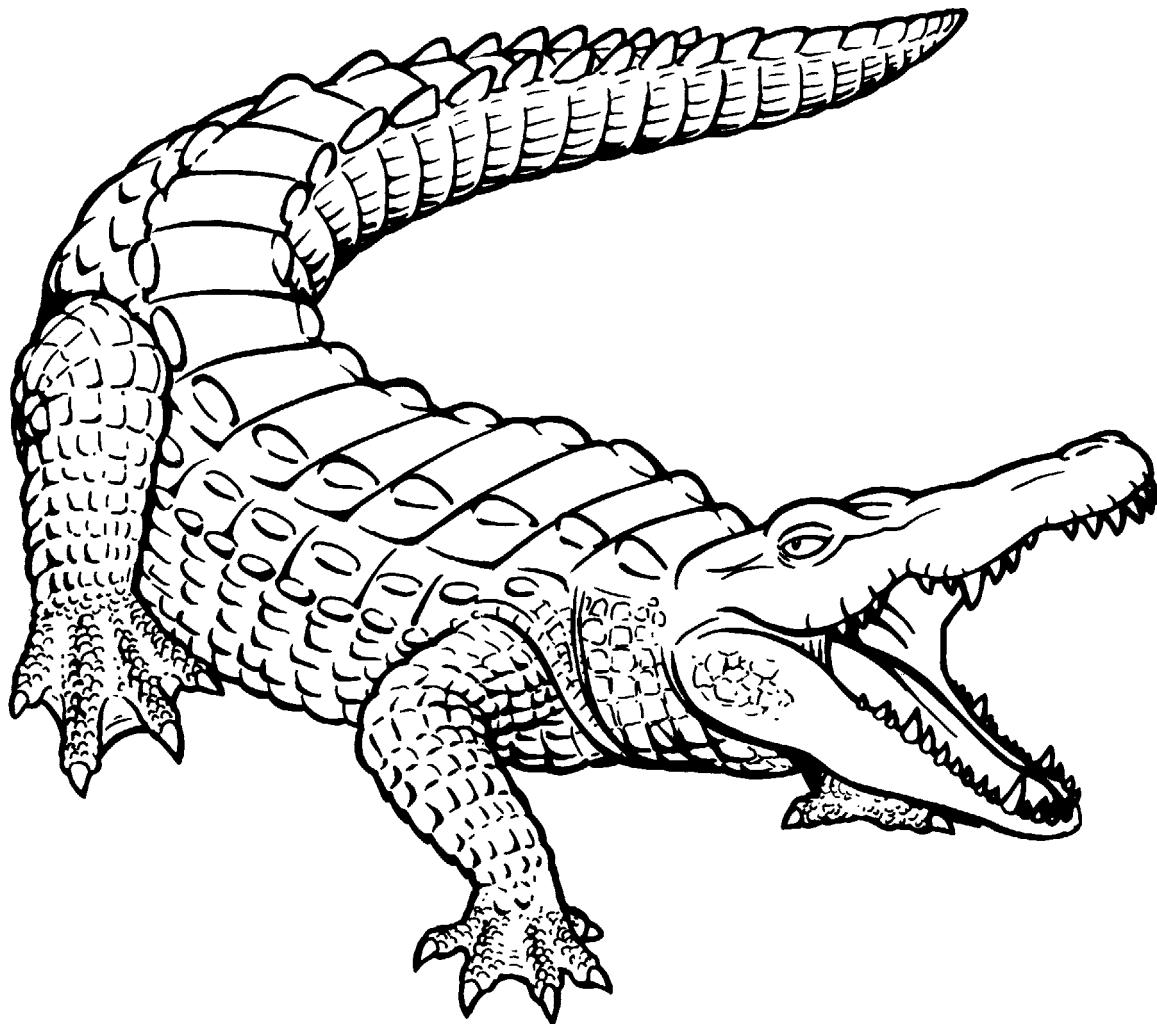
<u>Group:</u>	reptile
<u>Order:</u>	<i>Squamata</i>
<u>Length:</u>	86.4–213 cm (7 feet)
<u>Weight:</u>	up to 6.8 kilograms (15 pounds)
<u>Type of feeder:</u>	meat eater (carnivore)
<u>Food:</u>	mice, rabbits, prairie dogs, small birds, lizards
<u>Where it lives:</u>	western and central United States and Mexico
<u>Number of young:</u>	10–20, born live
<u>Lifespan:</u>	up to 24 years
<u>Other facts:</u>	The western diamondback rattlesnake can go for months without water, obtaining all the moisture it needs from its prey.



Name \_\_\_\_\_

# American Crocodile

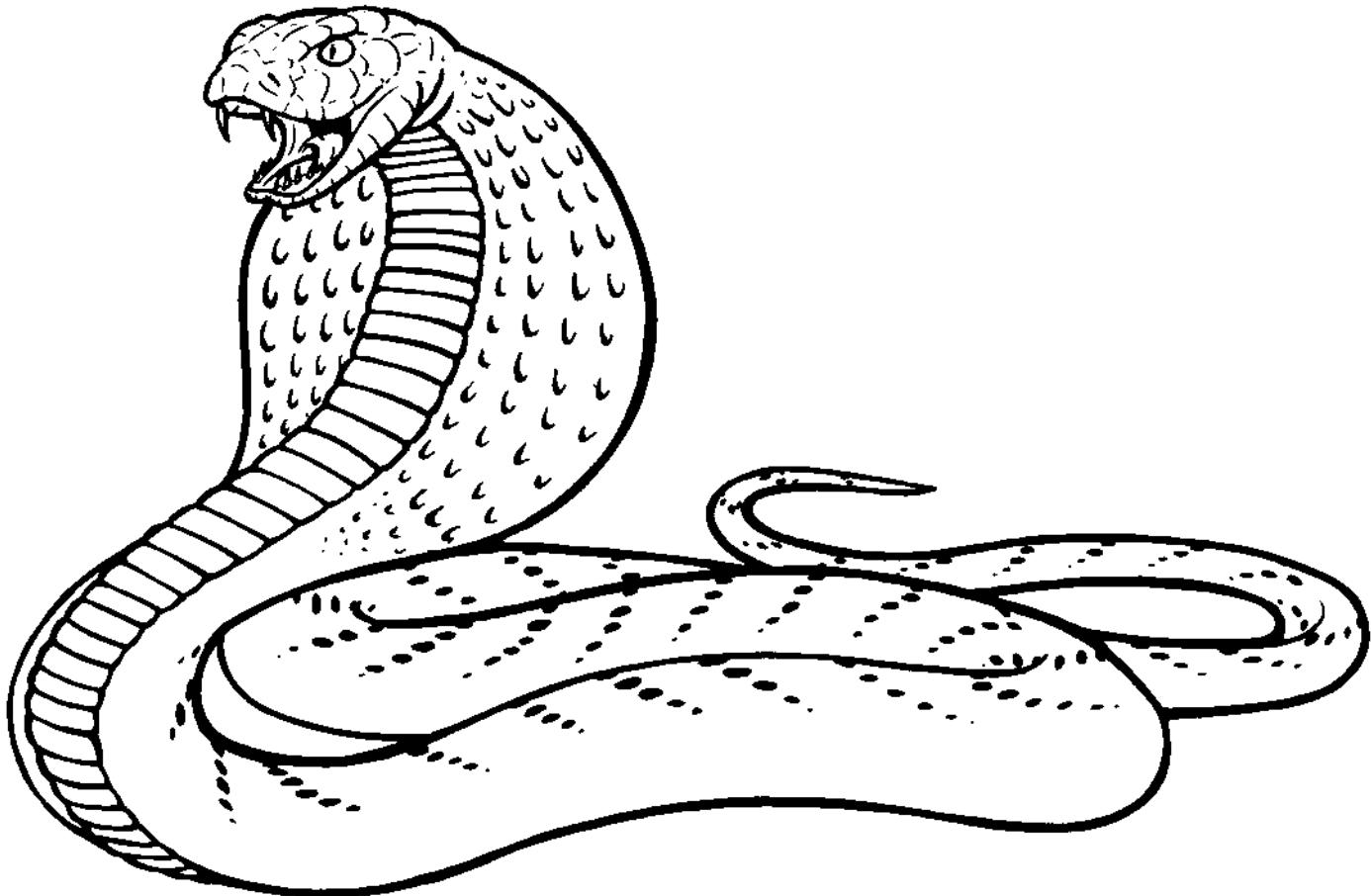
<u>Group:</u>	reptile
<u>Order:</u>	<i>Crocodylia</i>
<u>Length:</u>	2.1–4.6 meters (7–15 feet)
<u>Type of feeder:</u>	meat eater (carnivore)
<u>Food:</u>	crabs, fish, raccoons, water birds
<u>Where it lives:</u>	Florida, United States
<u>Number of young:</u>	female lays 35–50 eggs
<u>Lifespan:</u>	in captivity, up to 40 years; in the wild, estimates range up to 80 years
<u>Other facts:</u>	The American crocodile is an endangered species. It can be distinguished from the American alligator by its longer, thinner snout.



Name \_\_\_\_\_

# King Cobra

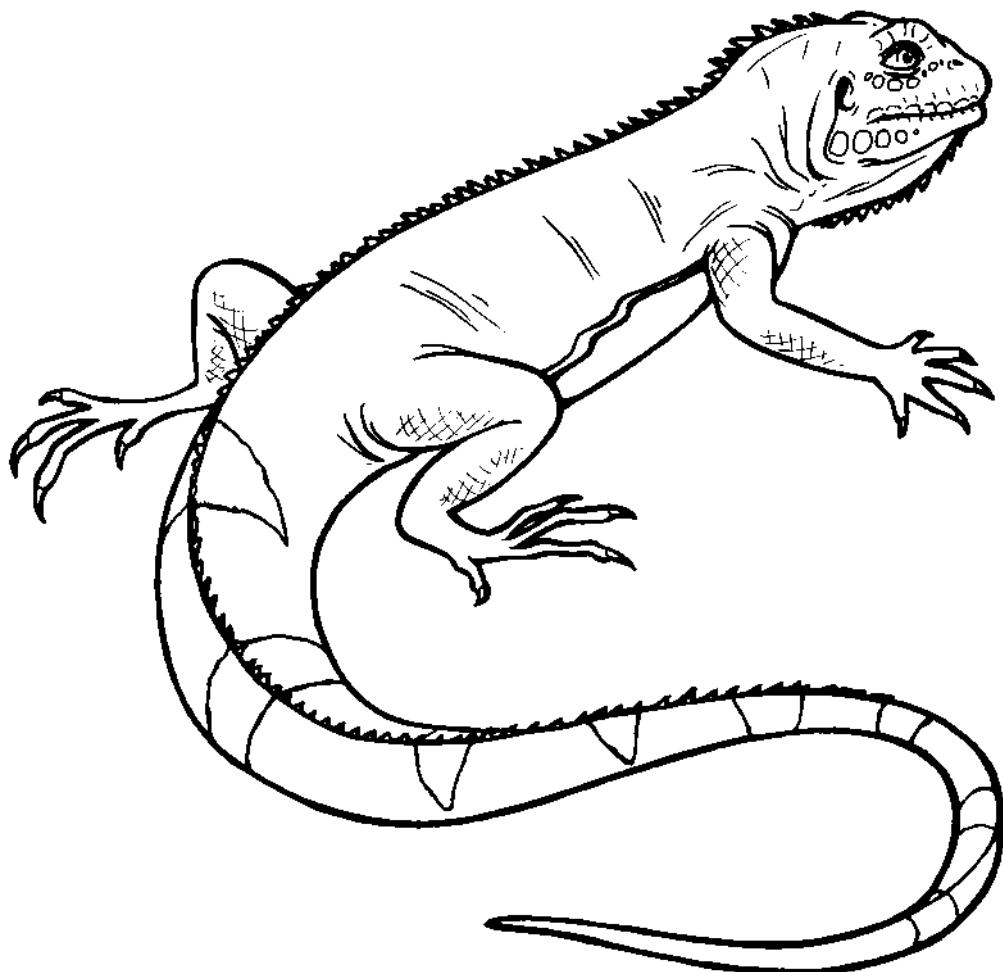
<u>Group:</u>	reptile
<u>Order:</u>	<i>Squamata</i>
<u>Height:</u>	up to 5 meters (16 feet)
<u>Weight:</u>	5.4–8 kilograms (12–18 pounds)
<u>Type of feeder:</u>	meat eater (carnivore)
<u>Food:</u>	other snakes, lizards
<u>Where it lives:</u>	Asia, India, China, Burma, Thailand, Cambodia, Laos, Vietnam
<u>Number of young:</u>	female lays 18–50 eggs
<u>Lifespan:</u>	up to 20 years
<u>Other facts:</u>	The king cobra is the largest venomous snake in the world. It will attack and kill others of its own kind.



Name \_\_\_\_\_

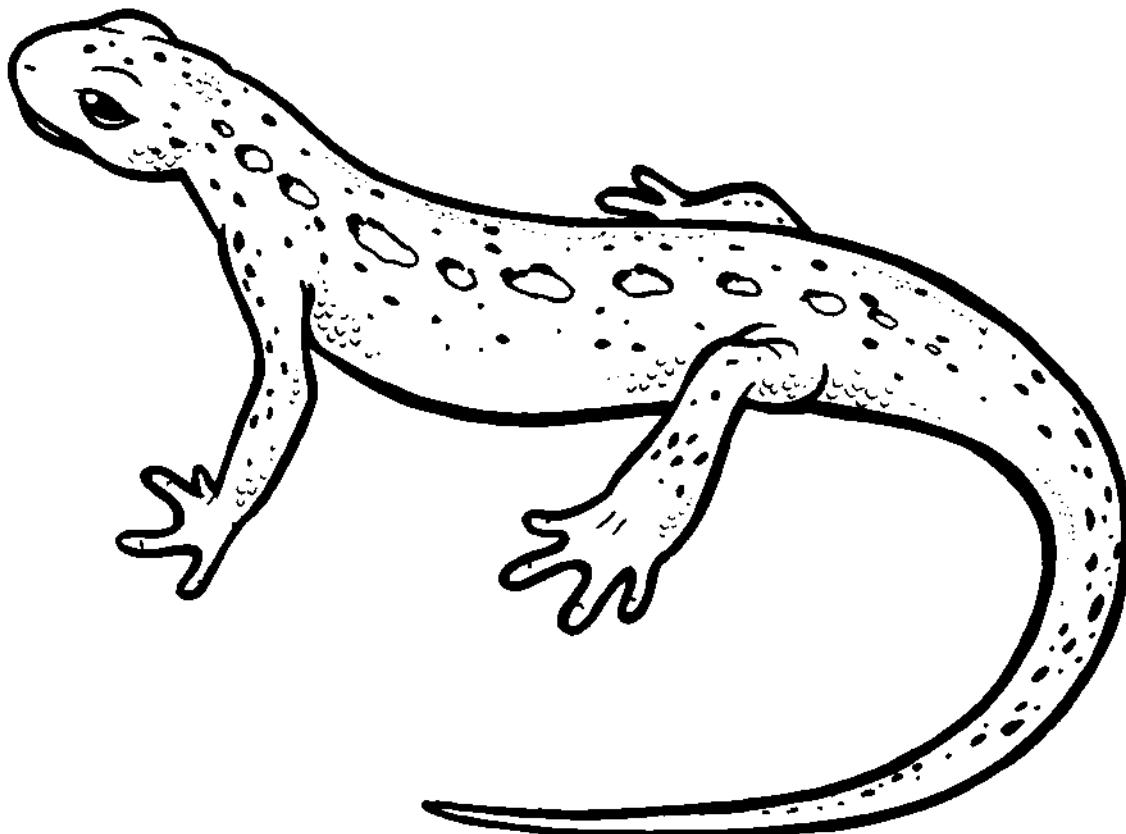
# Marine Iguana

<u>Group:</u>	reptile
<u>Order:</u>	<i>Squamata</i>
<u>Length:</u>	1.2–1.5 meters (4–5 feet)
<u>Weight:</u>	4–6.8 kilograms (9–15 pounds)
<u>Type of feeder:</u>	plant eater (herbivorous)
<u>Food:</u>	seaweed
<u>Where it lives:</u>	Galapagos Islands
<u>Number of young:</u>	female lays 2–4 eggs
<u>Lifespan:</u>	20–40 years
<u>Other facts:</u>	The marine iguana is an excellent swimmer and can stay underwater for up to 30 minutes at a time. The marine iguana eats only one meal a day.



# Newt

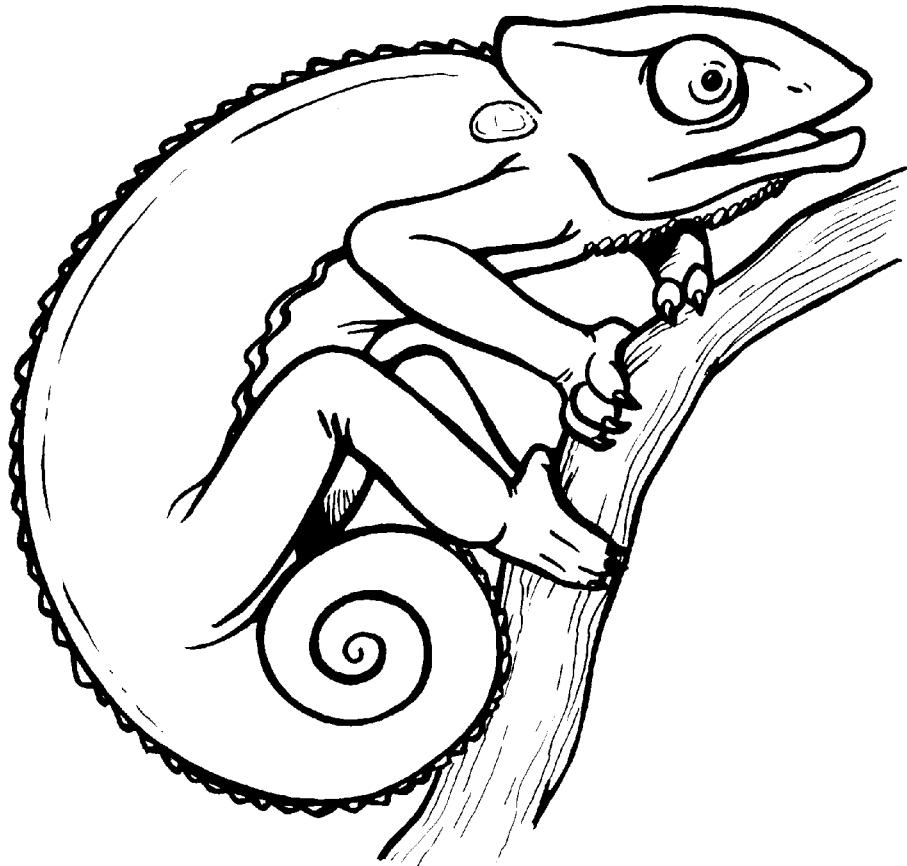
<u>Group:</u>	amphibian
<u>Order:</u>	<i>Caudata</i>
<u>Length:</u>	6.5–14 cm (2.5–5.5 inches)
<u>Type of feeder:</u>	meat eater (carnivore)
<u>Food:</u>	worms, small crustaceans, insects, larvae
<u>Where it lives:</u>	central and eastern North America
<u>Number of young:</u>	female lays 200–400 eggs
<u>Lifespan:</u>	from 1 to 15 years depending on the species
<u>Other facts:</u>	Newts excrete a toxic substance through their skins which deters fish and other predators.



Name \_\_\_\_\_

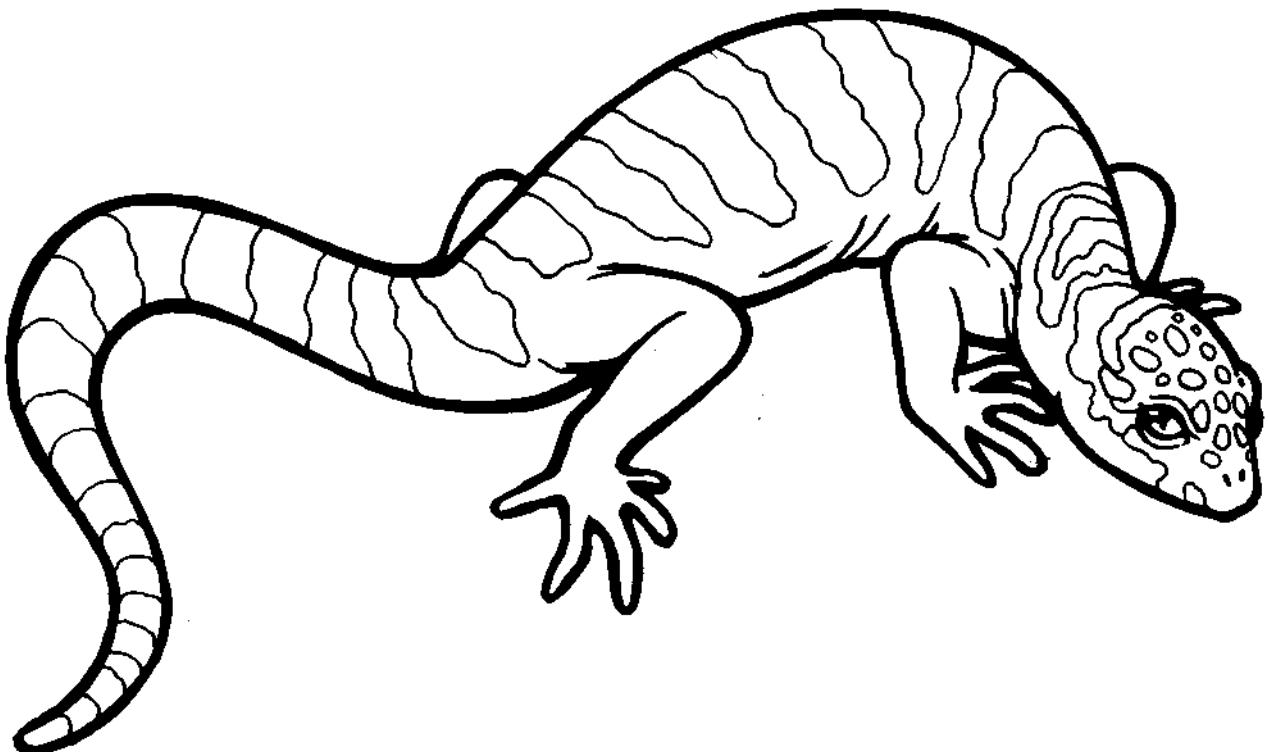
# Chameleon

<u>Group:</u>	reptile
<u>Order:</u>	<i>Squamata</i>
<u>Height:</u>	15–30 cm (6–12 inches)
<u>Weight:</u>	up to 680 grams (1.5 pounds)
<u>Type of feeder:</u>	meat eater (carnivore)
<u>Food:</u>	insects
<u>Where it lives:</u>	mainly in Africa, with some species in Asia and Europe
<u>Number of young:</u>	female lays 3–40 eggs
<u>Lifespan:</u>	up to 10 years
<u>Other facts:</u>	Chameleons have the widest range of color of all the color-changing animals. They change color when they are hot, cold, frightened, angry, or in love. A chameleon can move its eyes independently of each other, which is helpful in locating prey.



# Banded Gecko

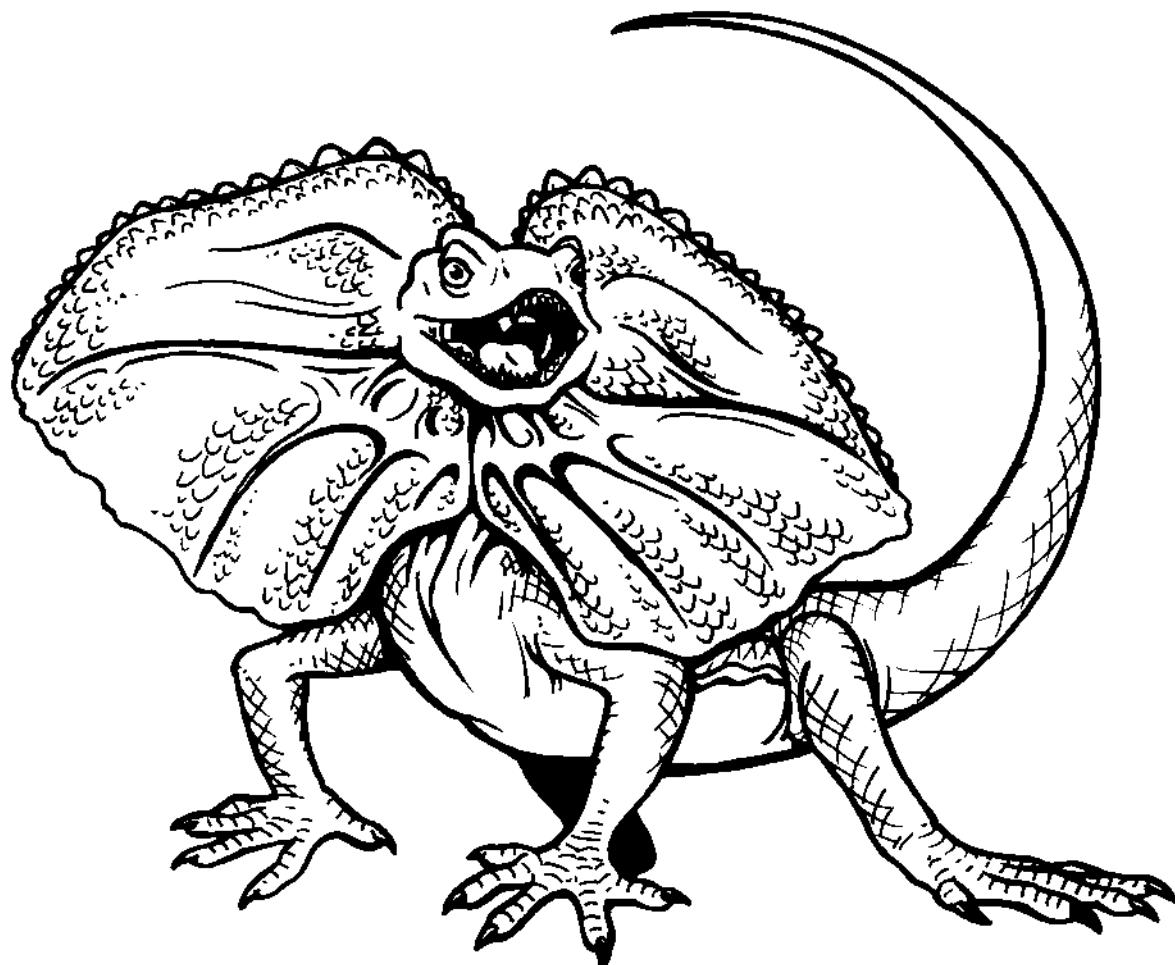
Group: reptile  
Order: *Squamata*  
Length: 11.4-15 cm (4.5-6 inches)  
Type of feeder: meat eater (carnivore)  
Food: insects, spiders  
Where it lives: southwestern United States and Mexico  
Number of young: female lays 1-3 clutches of 2 eggs  
Lifespan: from 1 to 4 years  
Other facts: A gecko's tail breaks off easily when grabbed. This helps it escape predators.



Name \_\_\_\_\_

# Frilled Lizard

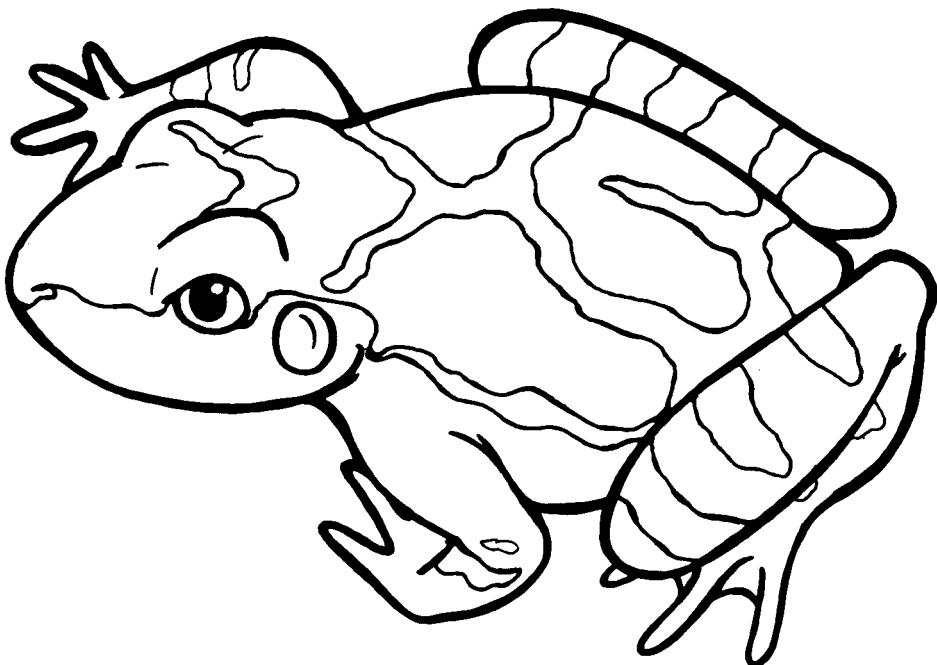
<u>Group:</u>	reptile
<u>Order:</u>	<i>Squamata</i>
<u>Length:</u>	66 cm (26 inches)
<u>Weight:</u>	up to 737 grams (26 ounces)
<u>Type of feeder:</u>	meat eater (carnivore)
<u>Food:</u>	butterfly and moth larvae, termites, ants, small mammals
<u>Where it lives:</u>	Australia and New Guinea
<u>Number of young:</u>	female lays 4–13 eggs
<u>Lifespan:</u>	5 years
<u>Other facts:</u>	The frilled lizard is able to stand upright on its hind legs and run 50 yards or more at high speed.



Name \_\_\_\_\_

# Spring Peeper

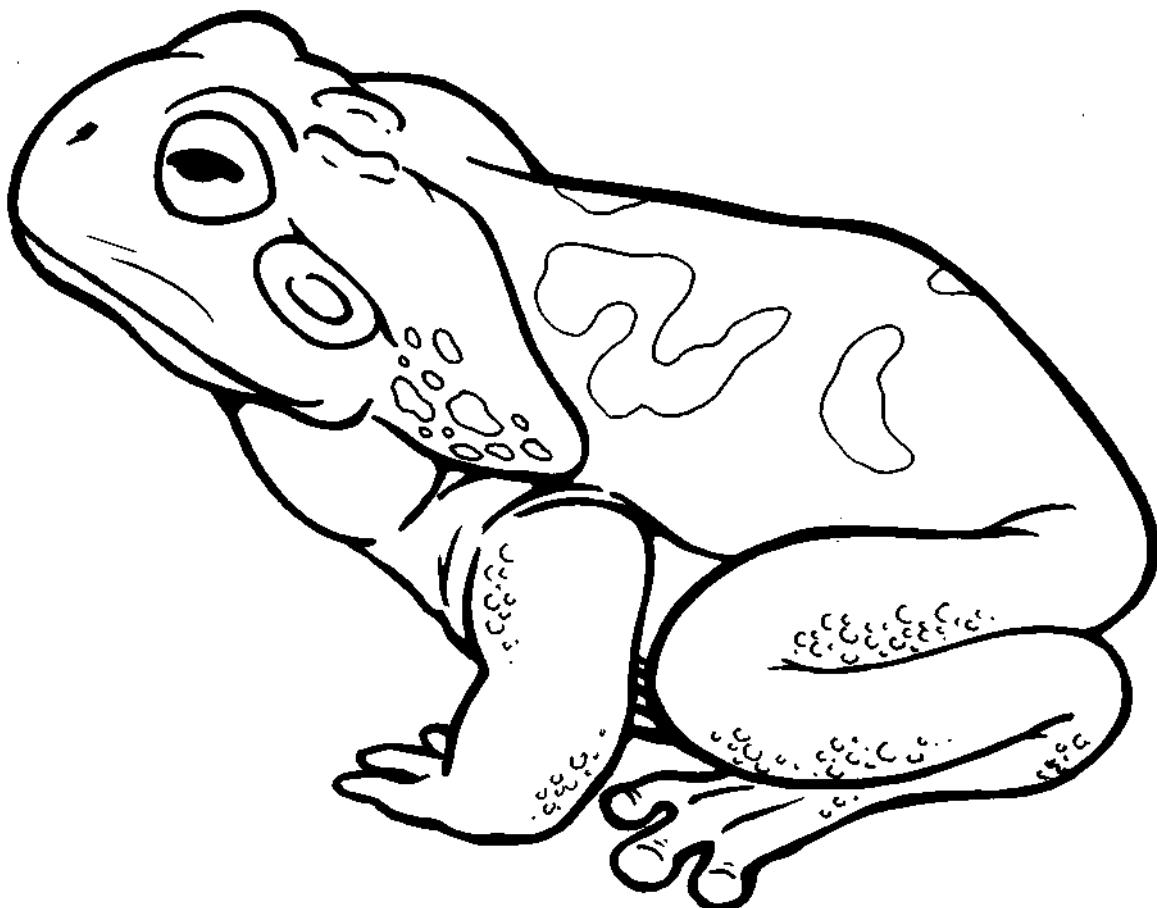
<u>Group:</u>	amphibian
<u>Order:</u>	<i>Anura</i>
<u>Length:</u>	1.9–3.5 cm (.75–1.5 inches)
<u>Type of feeder:</u>	meat eater (carnivore)
<u>Food:</u>	spiders, insects
<u>Where it lives:</u>	eastern and central North America
<u>Number of young:</u>	female lays 800–1,000 eggs
<u>Lifespan:</u>	at least three years
<u>Other facts:</u>	This treefrog's song is one of the first signs of spring in North America.



Name \_\_\_\_\_

# Giant Toad

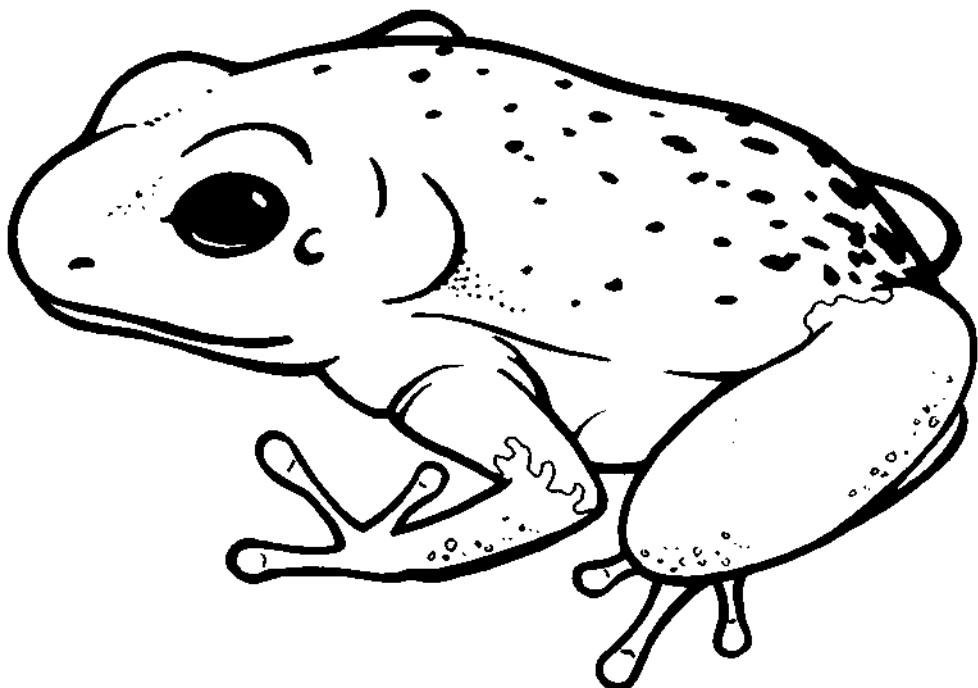
<u>Group:</u>	amphibian
<u>Order:</u>	<i>Anura</i>
<u>Length:</u>	10-24 cm (4-9.5 inches)
<u>Type of feeder:</u>	meat eater (carnivore)
<u>Food:</u>	small rodents, birds, insects
<u>Where it lives:</u>	North America, Mexico, South America, Australia
<u>Number of young:</u>	female can lay 35,000 eggs in one year
<u>Lifespan:</u>	up to 10 years
<u>Other facts:</u>	One of the largest toads in the world, the giant toad adapts to many different environments. It has been introduced to control insects that may damage crops.



Name \_\_\_\_\_

# Strawberry Poison-Arrow Frog

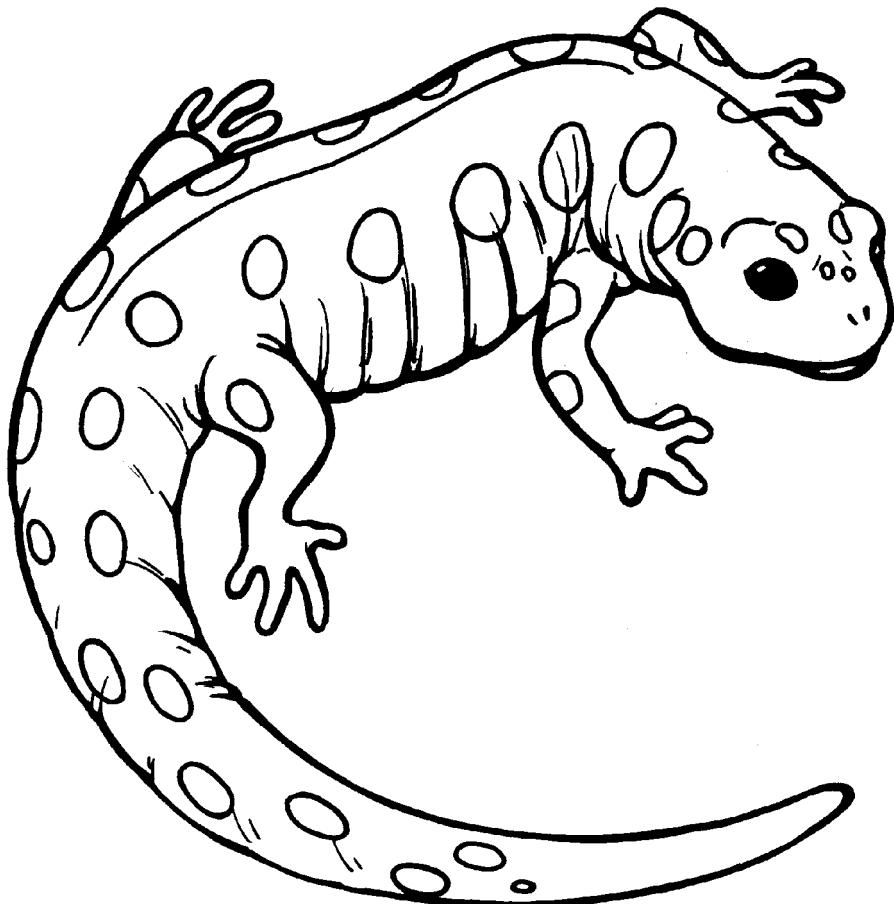
<u>Group:</u>	amphibian
<u>Order:</u>	<i>Anura</i>
<u>Length:</u>	2.54 centimeters (1 inch)
<u>Type of feeder:</u>	meat eater (carnivore)
<u>Food:</u>	ants, small insects, spiders
<u>Where it lives:</u>	Central America
<u>Number of young:</u>	female lays 4-6 eggs
<u>Lifespan:</u>	3-5 years
<u>Other facts:</u>	Poison, secreted through the frog's skin, causes instant death for animals that eat this frog. The poison is used by tribesmen to treat the tips of their arrows. One frog produces enough poison to treat 50 arrows.



Name \_\_\_\_\_

# Spotted Salamander

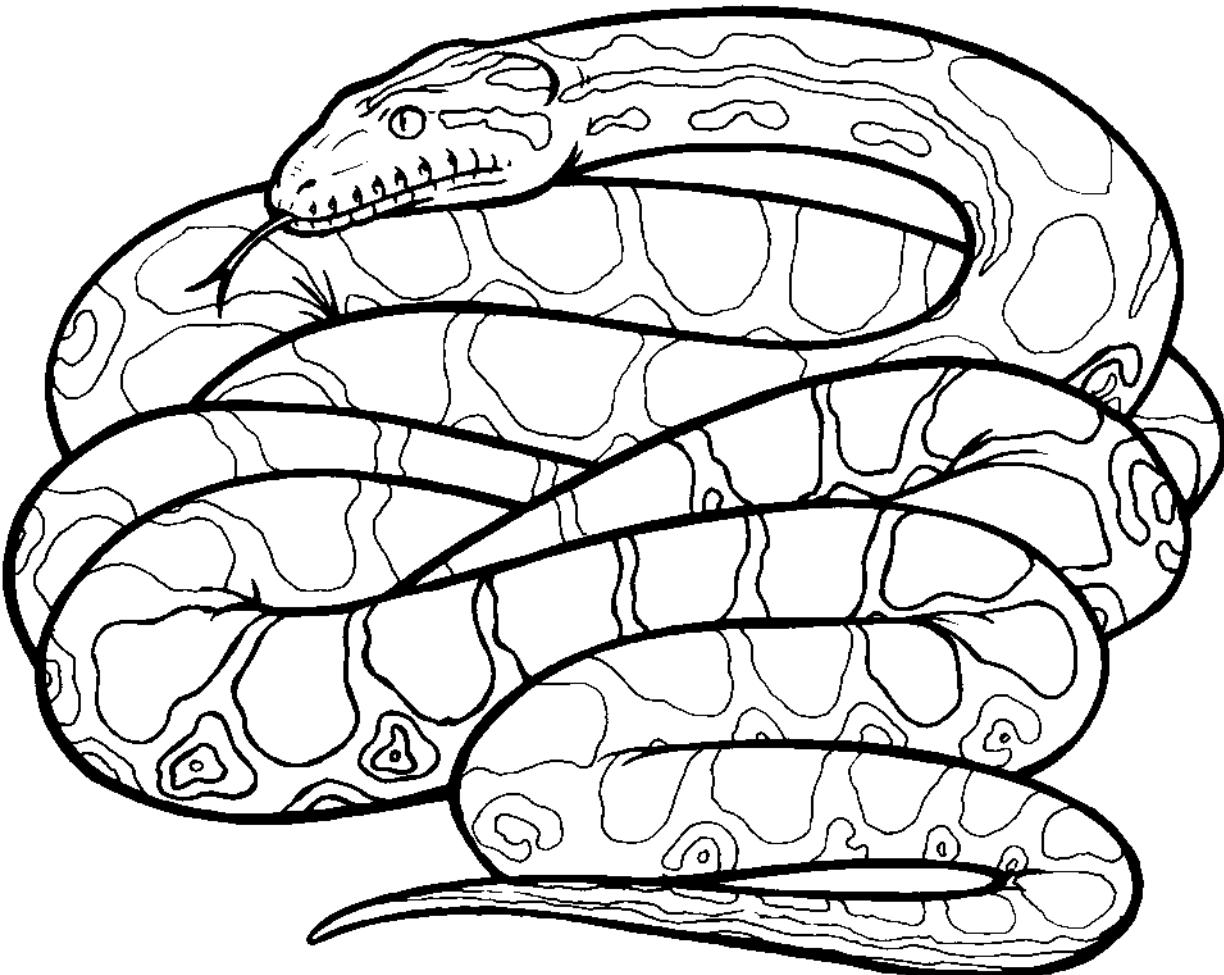
<u>Group:</u>	amphibian
<u>Order:</u>	<i>Urodela</i>
<u>Length:</u>	15-24 cm (6-9.5 inches)
<u>Type of feeder:</u>	meat eater (carnivore)
<u>Food:</u>	worms, slugs
<u>Where it lives:</u>	North America
<u>Number of young:</u>	female lays 100 eggs
<u>Lifespan:</u>	up to 20 years
<u>Other facts:</u>	The spotted salamander lives most of its life underground. It has become increasingly rare as acid rain pollutes its breeding grounds.



Name \_\_\_\_\_

# Anaconda

<u>Group:</u>	reptile
<u>Order:</u>	<i>Squamata</i>
<u>Length:</u>	5.5–7.6 meters (18–25 feet)
<u>Weight:</u>	up to 136 kilograms (300 pounds)
<u>Type of feeder:</u>	meat eater (carnivore)
<u>Food:</u>	fish, caimans, capybaras, waterbirds
<u>Where it lives:</u>	South America
<u>Number of young:</u>	up to 40
<u>Lifespan:</u>	up to 20 years
<u>Other facts:</u>	The anaconda is the largest snake in the world. It kills by suffocating its prey through contraction.



# LESSON PLAN

## 1

**Skills:** same and different, comparing and contrasting, charting facts

**Materials:** writing and drawing materials, poster paper.

**Preparation:** Using any method (see Oceans [Grade 1–2 Lesson 2](#)) make flash cards to aid students' learning of reptile and amphibian facts. For younger students, the teacher can create flash cards, simplifying the information provided on the Fact Files, or fold the Fact File page in half and use just the picture as a prompt for naming and classifying the animal.

**Resources:** [Peterson First Guides: Reptiles and Amphibians](#), by Conant, Stebbins, and Collins; [Slithery and Slimy](#). Reading A–Z.

### Words with Special Meanings

**reptile:** an animal with a backbone and scaly skin that lays eggs with leathery shells

**amphibian:** an animal with a backbone and no scales that lives in the water when it is young and moves onto the land as an adult.

**herpetology:** the branch of zoology dealing with reptiles and amphibians

# Reptile or Amphibian?

Grade Preschool-K

**Unit Objective:** Students will develop an awareness of reptiles and amphibians through activities featuring the characteristics of each group; students will be able to identify an animal as a reptile or an amphibian.

**Introduction:** Access prior knowledge by asking what students know about this group of animals. They have probably seen movies or read stories about these animals.

Have students previously studied the Learning Page Unit on Dinosaurs or Oceans? Both of these units contain information and activities about the "herps" (what scientists call this group). Ask: "What would you like to know about reptiles and amphibians?" List their responses on a sheet of butcher paper displayed on the wall. Keep it there to refer to throughout the unit.

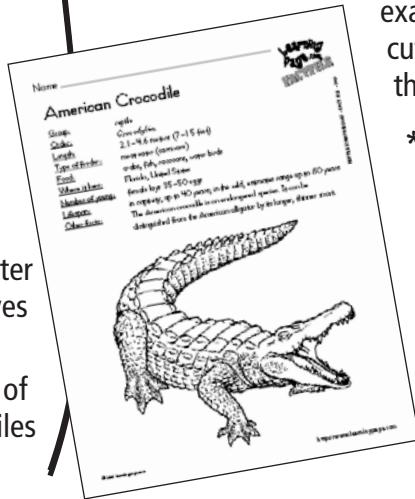
**Reference:** [Peterson First Guides: Reptiles and Amphibians](#)

### Procedure:

1. Write two headings on the board: Reptiles, Amphibians
2. Go through the special characteristics of each group. See [Teaching Notes, page 2](#).
3. Make a Venn diagram showing the characteristics that are shared and those that are unique to each set of animals ([see Grade 3, Science 3](#)).
4. Have groups create posters showing the characteristics; half the class might do Reptile Characteristics and the other half Amphibians Characteristics. Require both visual and written information along with the verbal presentation.

**Conclusion:** As a review, allow time for each group to present findings. From time to time during the unit, you might quiz students randomly by holding up a picture and saying, "Reptile or amphibian? Why?"

**Reptiles and Amphibians Learning Center:** Collect past issues of natural history magazines, such as *Audubon*, *Natural History*, *National Geographic*, *Smithsonian*, *Discover*, *Falcon*, and *Ranger Rick*; they are easy to find in used bookstores and thrift shops, and through parent and community donations. They make wonderful sources of photographs that can be used as examples of animals and their habitats, and they can be cut up for collages and other art activities. Leave these in the [Reptiles/Amphibians Learning Center](#).



**\*FACT FILES:** Download and copy the Learning Page [Fact Files](#) and the Cut Outs, and keep a master for yourself in a three-ring binder. Distribute sets in colored pocket folders, and give each student time to look them over, organize them, and decorate the folder cover. As an introduction to the Unit, take some time with students to look at the [Fact Files](#), page by page, reading the information slowly as they follow along.

**LESSON PLAN****2**

**Skills:** same and different, creating and using graphic organizers

**Preparation:**

**Materials:** chart paper, writing and drawing materials

**Resources:** [Slithery and Slimy](#), Reading A-Z; [Crocs and Gators](#), Reading A-Z; [Imagine You Are a Crocodile](#), by Karen Wallace

**Funsheets:** *Fundamentals 40: Kindergarten Science 3; Kindergarten Math 2, 4; Grade 2 Science 1*

**Funsheets for Lesson Plan 1:** *Fundamentals 12, 17; Kindergarten Science 5-10; Kindergarten Math 14, 4; Kindergarten Language 4, 5; Grade 1 Science 1, 4, 5, 6*

# Alligators and Crocodiles

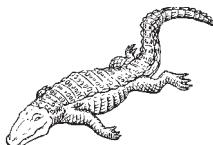
Grade Preschool-K

**Objective:** Students will recognize how alligators and crocodiles are the same and how they are different.

**Introduction:** Alligators and crocodiles are reptiles that look similar to each other, but they are not exactly the same. Below are some facts about these two animals. You can share these with the class all at once or mention them as you come across them in your readings.

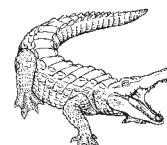
**Read:** the books mentioned at left, or any title from the list that you haven't read yet that discusses crocodiles and alligators.

**Procedure:** On the board, make a chart like the following and add an enlarged Cut Out of each animal to reinforce their similarities and differences. Write down pertinent facts as you discuss them. Prompt students to recall facts they have read.



ALLIGATORS

- have a short, blunt, and rounded snout.
- Adults tend to be grayish black.
- Young can be colorful, with yellow or white highlights on a black body.
- The Chinese alligator is small, attaining a length of only 6 feet.
- The American alligator is large, with a record length of 19 feet, 2 inches.
- Upper teeth are exposed when mouth is shut.
- webbed feet
- In the wild, alligators tend to exhibit a natural fear of humans. The American alligator is not considered to be a threat to humans.
- found only in the southeastern United States and in China



CROCODILES

- characterized by a long and tapered snout
- tend to be light tan to brownish
- vary in size, some reaching a maximum length of only 6 feet, and others attaining a length of over 23 feet
- only fourth lower tooth is exposed
- webbed feet
- can be found all over the world
- In the United States, there is one type of crocodile, the American Crocodile .
- The American Crocodile is very rare.
- The American Crocodile can be found only in the area from Key West to the Florida Bay.
- Two types of crocodiles are considered to be a threat to humans, the salt water crocodile and the Nile crocodile.

**Conclusion:** After reading and thinking about these facts, ask students to create a simple chart or Venn diagram showing some of the things about these two animals that are the same and some that are different. Present the findings to the class.

**LESSON PLAN****3**

**Skills:** copying and cutting a pattern; coloring a frog picture in a realistic manner; placement and composition

**Preparation:** Using 9 x 12 construction paper or cardboard, create a simple pattern of a lily pad for students to trace; copy enough Cut Out or Fact File pictures of a bullfrog to give one to each child.

**Materials:** Green and white (for those who want to color their own) construction paper, crayons. Optional: other bright colors of construction paper for water lily flowers.

**Resources:** [Am I a Frog?](#), by Kees Moerbeek; [It's a Frog's Life](#), by Steve Parker; [Life at the Pond](#), Reading A-Z

**Words with Special Meanings**

**habitat:** the natural surroundings of an animal (also use environment, surroundings)

**Funsheets:** *Fundamentals*  
[6, 18](#)

# Lily Pad Pond Bulletin Board

**Grade Preschool-K**

**Objective:** Students will create a bulletin board with lily pads and color a frog of their own to sit on the lily pad.

**Introduction:** Talk about the habitat of frogs: Because they are amphibians, what is one element that they need to survive?

**Read:** [Am I a Frog?](#) or [It's a Frog's Life](#).

**Procedure:**

1. After talking about the images and ideas in the book, suggest that students can create a frog pond on the wall of their classroom or in the hall. Everyone gets to make a lily pad and a frog to sit on it.
2. Demonstrate how to trace and cut out the lily pad shape; students may, of course, also cut out and color their own instead of using the pattern and the green paper. Lily pads are a free-form, organic shape. Show students on the board how to draw that shape; each one will be different, and the variety will be much more interesting than the traced ones.
3. Students can use the visuals in the books to help choose which colors to use when coloring their frogs.

**Conclusion:** Use blue butcher paper behind the lily pads; tack or staple up the pads and frogs according to where the students want theirs. Art may overlap, and there can be clusters as well as open space.

**Further Possibilities:** 1. Use colored construction paper or tissue paper. Have students make water lilies for their lily pads. 2. Display a large reproduction of one of Claude Monet's paintings of water lilies for inspiration. 3. Use this as first day or first week getting-to-know-you activity. Have students write their names on their frogs or their lily pads before they begin coloring.

**Patterns for Art Projects:** Use the [Fact Files](#) and [Cut Outs](#) as patterns for art projects such as soft sculptures ([see Dinosaurs, Grade Preschool-K, Lesson 10](#)), mobiles, and puppets.

**Checklists:** Use the inventory list of the [Fact Files](#) in the order they were presented; the list includes the name, a check box, and a small illustration.

1. a. Cut the list into strips and fold. Then place in a container for students to pick without looking; that will be the student's animal to research and become an expert on. They could wear a button that says, for example, "Ask me about salamanders!"  
b. Have students randomly pick an animal; then ask them each to name at least one fact about that animal, and whether it is an amphibian or a reptile.  
c. Each day, one animal can be chosen at random to be the focus for that day or week. Write on the board: "Today (or this week) is king cobra day," and return to some aspect of the cobra throughout that time period.
2. Use as a checklist while on a trip to a zoo or wildlife museum; add animals not on the list.

**LESSON PLAN****4**

**Skills:** same and different, comparing and contrasting

**Preparation:** circle or lily pad pattern, or white paper plates

**Resources:** *Frogs*, by Gail Gibbons; *From Tadpole to Frog*, by Gerald Legg; *Dig, Wait, Listen: a Desert Toad's Tale*, by April Sayre; *Where Do Frogs Come From?*, by Alex Vern

**Funsheets:** *Kindergarten Math 16*, Grade 2, *Science 7*

**Words with****Special Meanings**

**metamorphosis:** change of body form and appearance; the change from egg to larva to adult stages

# Life Cycle of a Frog

**Grade Preschool-K**

**Objective:** Students will show that they understand that a life cycle has a beginning, middle, and end by creating a circular drawing on a circular piece of paper, a paper plate, or (to carry on the theme) a lily pad!

**Introduction:** Growth and change are natural parts of the life of all animals. Talk about how animals are born, grow, change, have babies, and then grow older and die.

**Read:** one or all of the books listed at the left.

**Procedure:** Draw the four stages of a frog's life: egg, tadpole, froglet, adult. Have students draw arrows between the stages to show the direction of the transformation.

**Conclusion:** Discussion should encourage thinking about differences between frogs and humans, (breathing, moving about, food); and similarities (body structure, physical features).

**Further Possibilities:** Use the Reptile/Amphibian Inventory Checklist (see Lesson Plans, *Grade 1-2, page 2B*) as a worksheet, quiz, or review for student recognition of animals that are amphibians and animals that are not amphibians.

**More uses of the Reptile/Amphibian Inventory Checklist:**

1. Use the Reptiles/Amphibians Inventory Checklist as a review and test at the end of the unit.
2. The Reptiles and Amphibians Inventory Checklist can be a ballot sheet to vote for the class's favorite; graphs and charts can plot the results.
3. The Reptiles/Amphibians Inventory Checklist can be used to sort the animals into different categories (reptiles and amphibians, for example).
4. Use the Inventory Checklist for alphabetizing, ordering, matching, and practicing letter recognition.

You will probably have many more ideas on how to use the Inventory Checklists from the Reptiles and Amphibians unit and the other units. Let us know what works for you in your classroom.

**LESSON PLAN****5**

**Skills:** cooperation, group participation, following directions, imaginary thinking

**Preparation:** Use the [Insects Mural](#) for this unit. Download and prepare the mural for the class. Be sure to have enough sheets for each student (there are 15 in the set; repeat the first row(s) for classes larger than 15). Number the sheets on the back in order from top to bottom, left to right, to make it easier to reconstruct later. Also download the Cut Outs if you haven't already.

**Materials:** Mural sheets, and Cut Outs, one for each student; some students will have duplicates of Cut Outs.

**Words with  
Special Meanings**

**camouflage:** being colored and patterned to merge and blend in with the habitat

**Resources:** [Camouflage](#), Reading A-Z; [Hide and Seek](#), A National Geographic Action Book, by Tony Eugene; [What Color Is Camouflage?](#), by Carolyn Otto; [Who's Hiding](#), by Susan Canizares, [How to Hide a Crocodile](#) and [How to Hide an Alligator](#), by Ruth Heller.

**Funsheets:** Fundamentals Z: Kindergarten [Science, 1](#)

# Hide and Seek: Mural Project

**Grade Preschool-K**

**Objective:** Students will create a mural habitat for their reptiles and amphibians Cut Outs to hide in.

**Introduction:** Review the concept of habitats: the surroundings of animals in the world. Ask about our habitat; also use the word *environment* as a synonym. An animal's habitat or environment is very important to its survival. Write the two words on the board or add them to your vocabulary list. (See Lesson Plan 3 for definition of *habitat*.) Also add the word *camouflage* (defined at left).

**Read:** any of the books on the reading list.

**Procedure:**

1. Have students color and cut out their reptile and amphibian Cut Outs before this class meeting. Be sure they have references (books, posters, picture files) for color ideas and are creative with their choices and blending; point out that frogs, for example, aren't just one color of green. Talk about the dominant colors and how they can be mixed.
2. Have each child color one of the Mural sheets. Explain that this is a group project and that after it is done, all the pages will be pasted together as one. Some younger children have difficulty with the concept that it is not theirs to keep, and after the Mural is assembled they will want to know which part of it is theirs.
3. During coloring, remind students about the colors of reptiles and amphibians (the Cut Outs) in nature, and how they blend in with their habitat (the Mural).
4. Before the next session, tape or paste the sheets together in order to create the mural. A glue stick works very well, and you will need a large area to work in.
5. After students see their Mural hung, they will be impressed and excited. One by one, have each student decide where to place his or her animal. Assist each student in attaching it to the mural. Use masking or clear tape rolled up so that it is double-sided; this works better than double-sided tape.

**Conclusion:** Creating and adding to the classroom atmosphere will help students get into the spirit of Reptiles/Amphibians. Let them come up with more ideas and add their writings, artwork, and objects brought from home as the unit progresses. From time to time, have the class focus on the Mural, and ask students to tell or write stories about what they see. Prompt them to use their imaginations! (For instance, ask, "What is the frog's name? Is it the mother frog? Where are the baby frogs?")

**Extension:** Challenge students to camouflage their animals so well that the rest of the class must look really hard to see them. Review the benefits of being able to blend in with one's environment.

**LESSON PLAN****6**

**Skills:** listening and interpreting through writing, dictating, and/or drawing

**Preparation:** Find a version of the fable that is age-appropriate, simple, and concise. Preread the story.

**Materials:** writing materials (lined paper, pencils), crayons

**Resources:** [Aesop's Fables](#), [The Frog Prince](#), or [Peter Pan](#), by James Barrie

**Extension:** To help children improve their own writing, construct on the board a Venn diagram, chart, or graphic organizer, to show how the stories are constructed. Describe the characters, the order of the events, and the outcomes. These can be copied by students and added to their stories and their illustrations.

**Funsheets:** Kindergarten [Math 1, 7](#)

# The Tortoise and the Hare

Grade Preschool-K

**Objective:** Students will retell this story featuring an amphibian, based on hearing a reading of the story. Students may also draw a picture that illustrates the story.

**Introduction:** Ask students if they know of any stories with turtles, frogs, toads, crocodiles, or alligators. Ask if students have heard the story of the *Tortoise and the Hare*. Be sure they know that a tortoise is like a turtle, and a hare is like a rabbit (same families). Write the words on the board.

**Read:** *The Tortoise and the Hare*.

**Procedure:**

1. You might want to read the fable several times over a few days so students become familiar with it. Follow each reading with a brief discussion of one aspect of the story.
2. On the same day you read the story, or a day later, ask students to recall the story and retell it. They may dictate the story to a teacher, or they may write it themselves.
3. After all the members of the class have done their writings, have the students read their versions. Then ask the class to illustrate their stories on one piece of paper.

**Conclusion:** Mount the two pieces (writing and picture) together on colored paper and display the finished piece in the room.

**Further Possibilities:** After hearing *The Tortoise and the Hare*, ask students to talk about the phrase "Slow and steady wins the race." Ask: "How does this apply to us? Can anyone think of a something that has happened to you or in your family when you tried to go too fast?"

"Slow and steady wins the race" could also be the headline for a bulletin board featuring their nutshell turtles (see [Lesson Plan 8](#)) and their illustrations.

**Alternative Story: The Frog Prince.** The motif of frogs as masters of transformation appears in perhaps the most famous frog tale in Western culture: the story of *The Frog Prince*. In this story, a princess is wooed by a frog, who asks for a kiss. At first horrified, the maiden eventually agrees, out of sympathy or kindness, and kisses the frog. Suddenly, the frog is transformed into a handsome prince, and the two are married, living happily ever after. Interestingly, this story has many early variations in which the frog or toad is female, and the young man must make the leap in order to discover his beautiful bride.

**Peter Pan:** The children are surely familiar with the story of *Peter Pan*, by James Barrie (probably the movie more than the book). Ask what reptile appears in that story. Read a section featuring the crocodile, who is first introduced in Chapter 5. Then discuss the characteristics of the animal and what part it plays in the story.

**LESSON PLAN****7**

**Skills:** awareness of body parts, alike and different, form and function of body parts

**Preparation:** Make a sample frog from the pattern on the next page. Obtain a paper *serpentine*, the party favor where you blow into the paper curl and it extends out; this demonstrates how a frog's tongue works.

**Materials:** green and white (for those who may want to color their frogs) construction paper, scissors, crayons, white glue

**Resources:** *Fantastic Frogs!*, by Fay Robinson; *Am I a Frog?*, by Kees Moerbeek; *It's a Frog's Life*, by Steve Parker; *Life at the Pond*, Reading A-Z.

**Funsheets:** *Fundamentals 28*; Kindergarten *Science 2*; Kindergarten *Math 13*

# Parts of a Frog

**Grade Preschool-K**

**Objective:** Students will name the parts of a frog's body and tell how they are different from human body parts.

**Introduction:** "Who can name the parts of a frog?" Have students point to the parts on an enlarged diagram or Fact Sheet frog illustration. Ask: "What parts of the frog's body are like our bodies?" (toes, feet, legs)

**Read:** *Fantastic Frogs!* or any of the other books about frogs on the reading list.

**Procedure:**

1. Say: "Let's look at our Fact Files and point out the parts of these frogs that we know." (tongue, eye, nose, tail, "arms," toes, backbone) Point out the body parts they may not be able to see: for instance, legs or feet tucked under their bodies.
2. Prompt students to discuss how a frog's legs and our legs are used differently.
3. Show students the sample Cut Out frog with its legs extended so that they can really see how long and powerful their back legs are. Ask: "What are the back legs used for?"
4. Have students cut out their own frog bodies and add legs and arms. Fold arms and legs accordion-style so they can fold up and extend. Curl the tongue strip around a pencil.

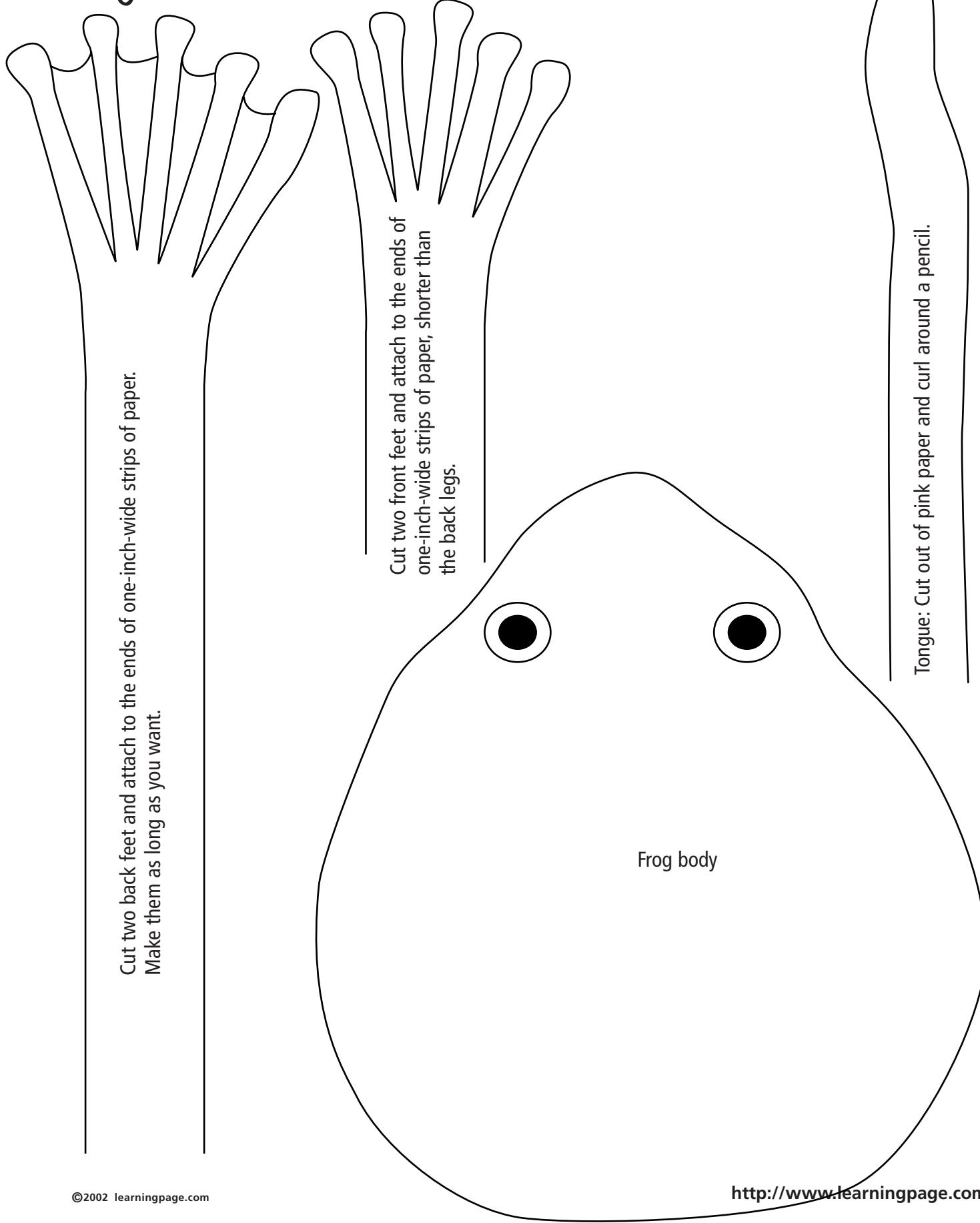
**Conclusion:** Be sure students comprehend how the length of the frog is extended when they stretch out their legs all the way. Students can practice "jumping" their frogs at their desks, demonstrating that concept. (Compare length when at rest to length when jumping.)

**Further Possibilities:**

1. If you'd like, you can hang frogs from the ceiling mobile-style or tack them to the Water Lily bulletin board. (See *Lesson 2*)
2. The frog is a favorite motif of Native American, African and Aboriginal artists. Show samples of this motif used to decorate pottery and other items.
3. The book *Alligator Pie*, by Dennis Lee, is a collection of poems. Read several of these poems to your students. Have students write a poem or song that contains reptiles or amphibians as characters or objects. Then have students illustrate their poems and songs. Plan time for students to share their work with the class.

# Pattern for Jumping Frog

Grade Preschool-K



**LESSON PLAN****8**

**Skills:** recognize and compare body parts; cut and paste, follow directions

**Materials:** turtle pattern, brown and white (for those who want to color their own turtles) construction paper; scissors, white glue, crayons

**Preparation:** Cut out the pattern below. For younger children, eliminate the toe detail to make it easier for them to cut out; you can also pre-cut the turtle shapes. Buy and shell a bag of walnuts; it is easy to preserve the half-shells if you are careful. Save the nut meats to make chocolate chip cookies!

Construct one turtle in advance as a sample.

**Resources:** [Yertle the Turtle](#), by Dr. Seuss; [Box Turtles at Long Pond](#), by Lindsay and William George; [The Life Cycle of a Sea Turtle](#), by Bobbie Kalman

#### **Words with Special Meanings**

**chelonians:** animals with a hard-shell home they carry around for protection; the reptile group than includes turtles, sea turtles, terrapins, and tortoises

**Funsheets:** [Kindergarten, Science 4](#); [Grade 1, Science 8](#)

# Turtles in a Nut Shell

Grade Preschool-K

**Objective:** Students will construct a turtle out from a provided pattern and a walnut shell half. They will recognize turtle shapes and be able to tell why having a hard shell is a good thing.

**Introduction:** Talk about our homes and other things that help to protect us.

**Read:** any of the books about turtles on the reading list.

#### **Procedure:**

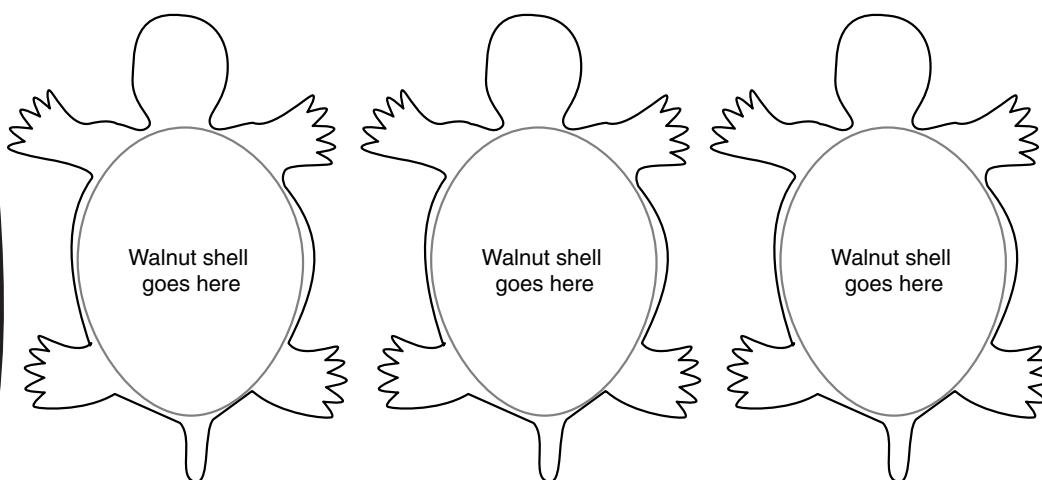
1. Show the finished turtle, and ask students to point to the "shell." Say: "Today we will be making our own hard-shelled turtles!"
2. Demonstrate how to cut out the turtle pattern and glue on the hard walnut shell.
3. Turtle Race: Ask: "If you were a turtle, how would you walk?" Have students create a pretend turtle race across the floor. You might attach thread to the turtle bodies and have students see how slowly they can crawl them across the floor.

**Conclusion:** Say and ask: "The hard shell serves as the home for the turtle. What other animals carry their homes with them? How would you like to carry your home around on your back?"

**Further Possibilities:** Look at different kinds of turtles in the Fact Files, Cut Outs, and from pictures you find in magazines. Note the things that are the same and different about the shells.

**Interesting Fact:** A chelonian's (or turtle's) shell has growth rings that indicate its age. Many turtles and tortoises live up to 100 years; Galapagos turtles can live up to 200 years.

Note: Simplify these turtle shapes further by rounding off toes to make it easier for very young children to cut them out.



# LESSON PLAN

## 9

**Skills:** reading comprehension, character development

**Preparation:** Preread the book and note instances in the story where Frog and Toad are the same and different.

**Materials:** writing materials, poster materials (butcher paper and markers)

**Resources:** *Frog and Toad Stories*, by Arnold Lobel; there are many different titles in this series. Some of the books are also available as a set that includes an audiocassette tape.

**Funsheets:** *Kindergarten Math 8, 10*

# Toad and Frog

Grade Preschool-K

**Objective:** Student will be able to tell in their own words the similarities and differences between the characters of Frog and Toad.

**Introduction:** Ask if anyone has already read this story. Then introduce the lesson by saying: "We are going to talk about the characters in the story called Frog and Toad, and also facts about real frogs and toads."

**Read:** Read one or several of the *Frog and Toad Stories*. Younger children can also read these books on their own; have them read to the class.

### Procedure:

1. Make a list on the board of Frog Facts and Toad Facts. Use the pictures from the Fact Files to add to the headings.
2. Ask: "What is the difference between a frog and a toad?" (Usually, frogs are slim and slippery and have long back legs. Toads are usually squat, slow-moving (lots of great S-words here) creatures with dry, bumpy skin.)
3. Talk about how friends have characteristics that are alike and different, and that they like each other even though they have differences. Name some examples.

### Funny Frog Poems

FIVE LITTLE FROGS, by Cynthia Cappetta  
Five little frogs sitting by a lake.  
The first was scared away by a snake.  
The next one decided to take a swim.  
The third one followed him right in.  
The fourth little frog took a great big leap.  
So the last little frog just went to sleep!

FIVE GREEN AND SPECKLED FROGS (a traditional song)  
Five green and speckled frogs  
Sat on a speckled log  
Eating the most delicious bugs.  
YUM YUM!  
One jumped into the pool  
Where it was nice and cool.  
Now there are how many frogs? FOUR!

**LESSON PLAN****10**

**Skills:** follow directions, write and construct, letters of the alphabet

**Preparation:** Hand make a book as a sample, or use one made by a student in a previous year.

**Materials:** Various papers precut to a size easily manipulated by students; for accordion books, cut enough long strips of butcher paper for the class. Accordion books can also be made by drawing each page on a separate sheet of paper and then taping them together to fold into an accordion.

colored pencils and crayons, old magazines for cutting, scissors and glue

**Resources:** [How a Book Is Made](#), by Aliki; [The Yucky Reptile Alphabet Book](#), by Jerry Pallotta

**Funsheets:** [Fundamentals 34](#); [Kindergarten Language 1, 3, 6, 9, 10](#)

# Alphabet Book

**Grade Preschool-K**

**Objective:** Students will make an accordion book about the desert, featuring the reptiles and amphibians that live there. Possibilities include: Desert Alphabet, Green, Counting 1–10, Diary of a Toad, Why I Like Chameleons.

**Introduction:** Show students an example of a simple-to-make accordion book. Ask: "Why do they call it an accordion book? See, you can pull it open to read it, and fold it up again." Demonstrate pulling open the book and folding it up again.

At this point in the unit, students have read (or have had read to them) many picture books and stories about the various animals in this unit.

**Read:** "Read" the handmade sample book, and have the books listed at left available in the [Learning Center](#).

**Procedure:**

1. Students must first plan their books. They should decide on a subject, title, and the kinds of pictures they want.
2. Draw one part of the story on each page. For instance, if it is an alphabet book, you might have one letter on each page; if it is about an animal, such as a snake, you might have one fact on each page; if it is a story, you might tell a little piece of the story on each page.
3. Students can also dictate words to add to their books, add border designs around the edges, and paste in cut-out pictures if they so choose.

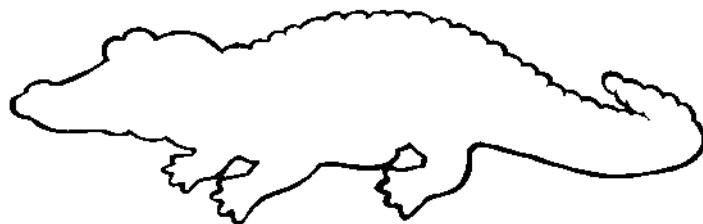
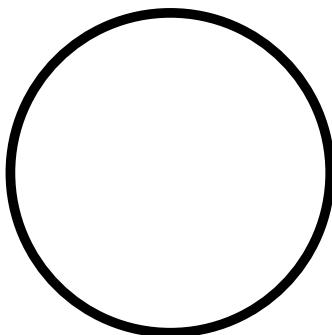
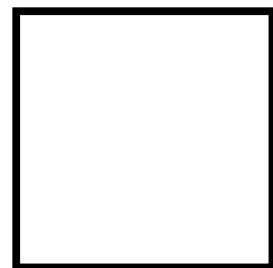
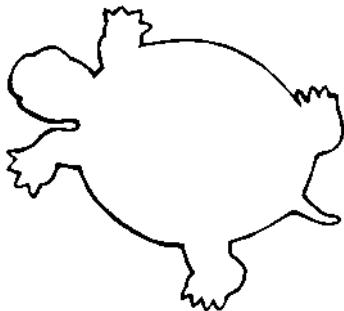
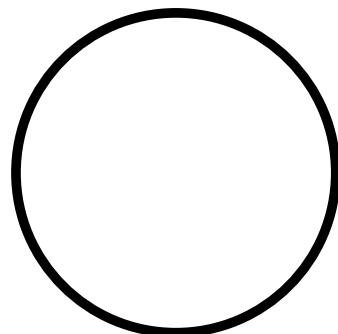
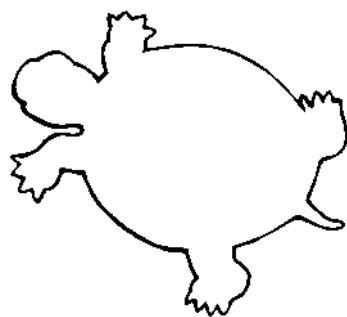
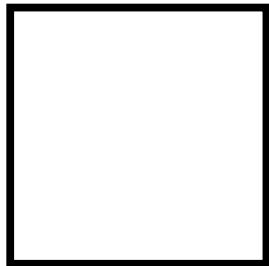
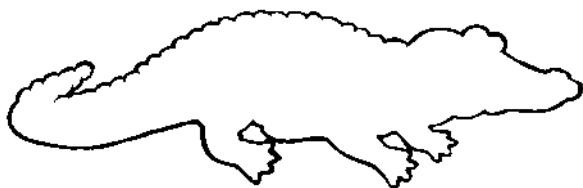
**Conclusion:** This activity can be an ongoing, long-term project that can be repeated and added to. Be sure to display the books on a special shelf with a sign "Our Reptile/Amphibian Books."

**Further Possibilities:**

1. For detailed instructions on how to make an Reptiles/Amphibians Journal, see [How a Book is Made, Dinosaurs, Grade Preschool-K, Lesson 2](#), and [Dinosaurs, Grade 1–2, Lesson 2](#); in this case the shape could be a frog, a lizard, or a crocodile. The journal could be used to record observations at the [Learning Center](#) or from reading or listening to stories. After each animal in the Fact Files is discussed, have students draw its picture in their books and write its name.
2. The Reptiles/Amphibians unit offers many opportunities to focus on alphabet practice. For instance, the similarity between the letter "S" and the shape of a snake could be a drawing exercise and a writing practice. Also "A" is for alligator, "C" is for crocodile, "F" is for frog, etc., can be topics of poems, drawings, and games.
3. Though many of the terms and names in this unit may be too advanced for younger children to write or remember, write them on the board or make a worksheet with the words (such as amphibian, crocodile, salamander) and direct students to find as many words as they can inside those words.

Name \_\_\_\_\_

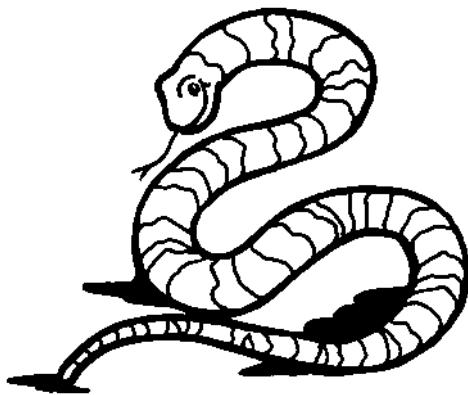
**INSTRUCTIONS:** Ask the student to draw lines to match the shapes that are the same.  
Color the squares red. Color the circles yellow.



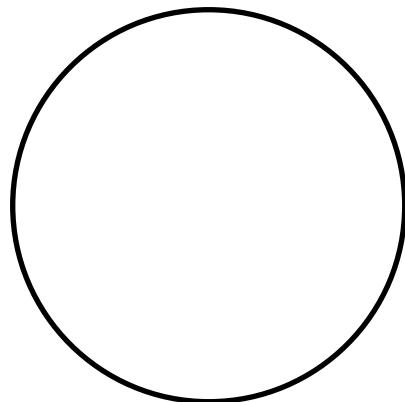
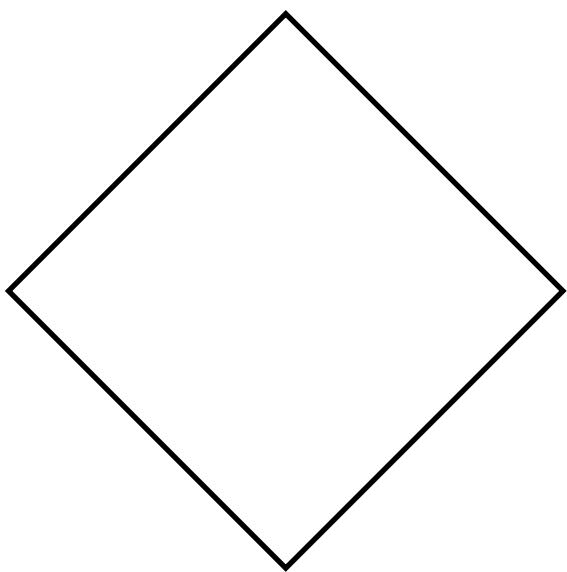
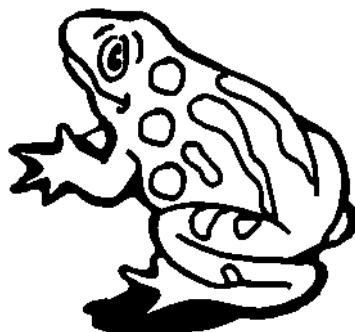
Name \_\_\_\_\_

**INSTRUCTIONS:** Read the captions aloud, then ask the student to draw blue stripes in the diamond. Draw green spots in the circle.

This snake has stripes.



This frog has spots.



Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to name the animal at the top of the tree. Name the animal at the bottom of the tree. Color the picture.



SKILL: IDENTIFY TOP AND BOTTOM

Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to color the top toad yellow, the middle toad red and the bottom toad green.

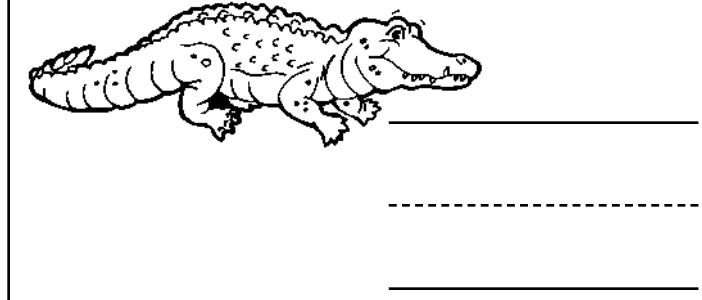
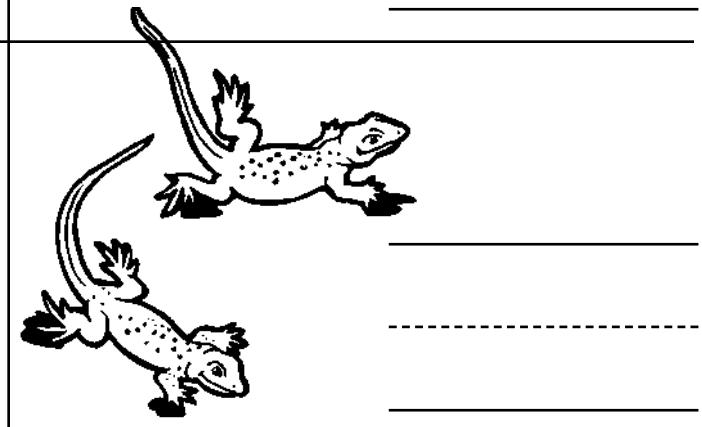
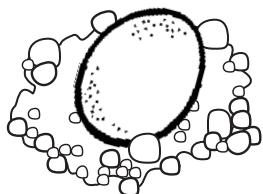
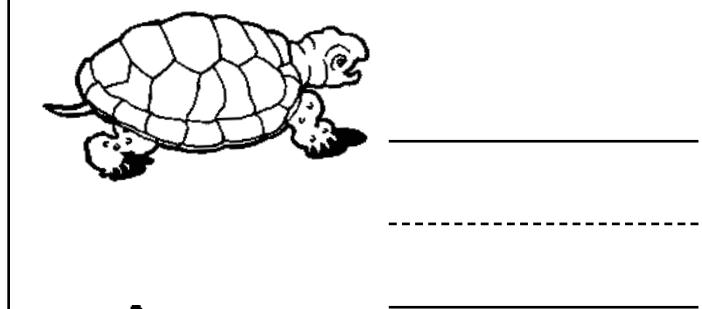
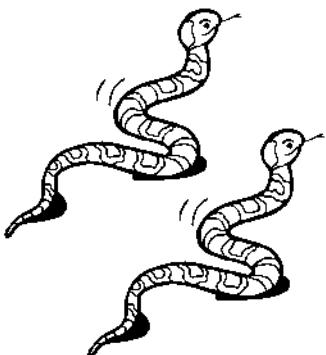
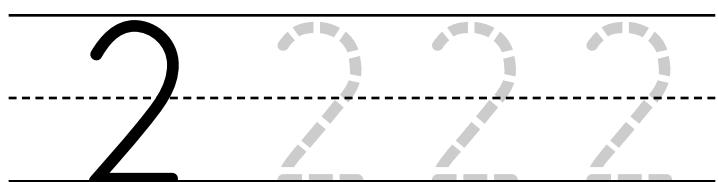
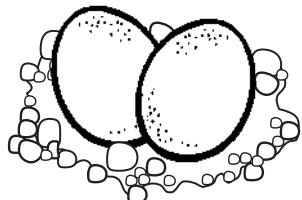
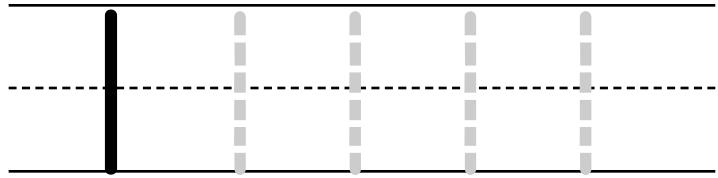
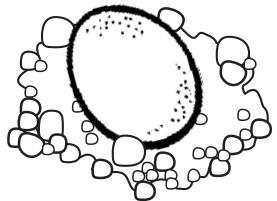


SKILL: IDENTIFY TOP, MIDDLE AND BOTTOM

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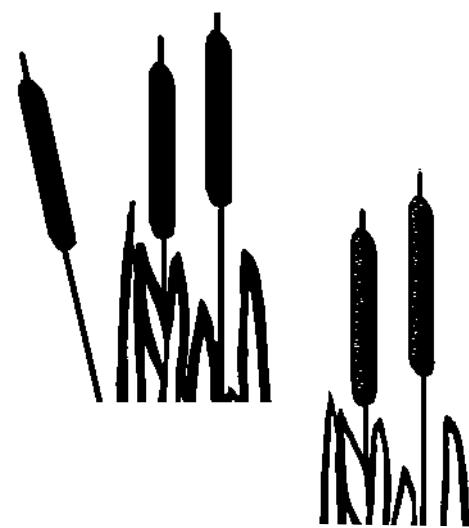
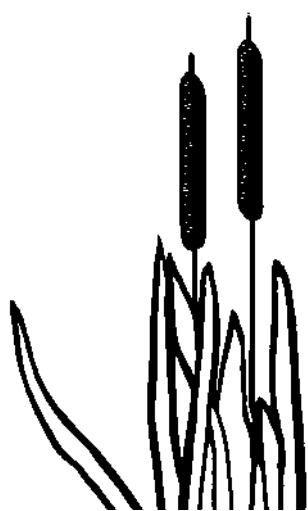
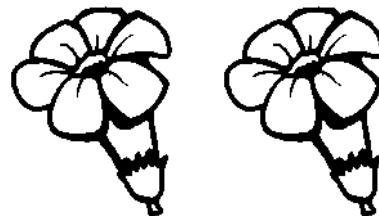
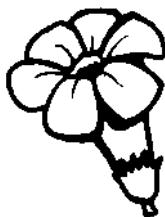
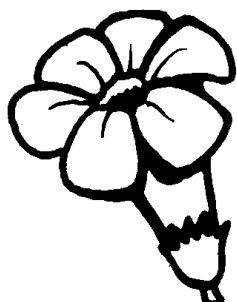
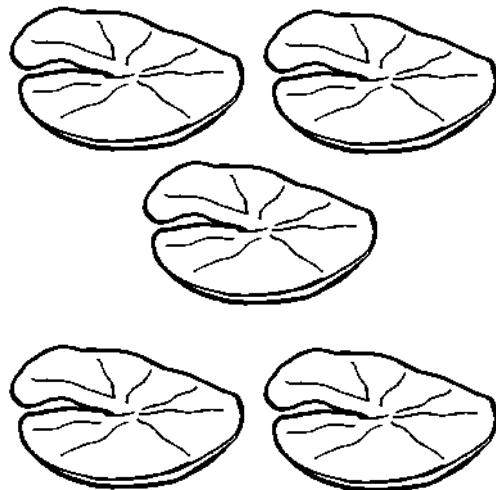
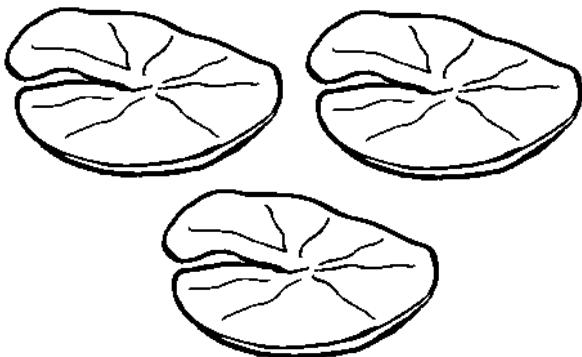
Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to trace and write 1 and 2 in the spaces at the top. Count the animals in each block and write 1 or 2 in the spaces next to them.



Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to count how many in each group on the left, then draw a line to the group on the right with the same number.



Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to find and circle one crocodile, two snakes and three lizards in the picture. Color the picture.

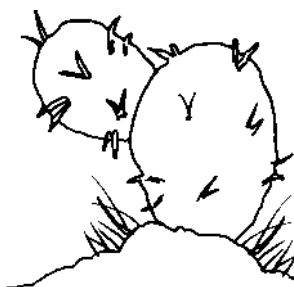
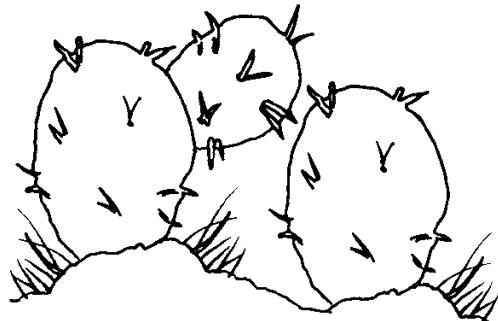
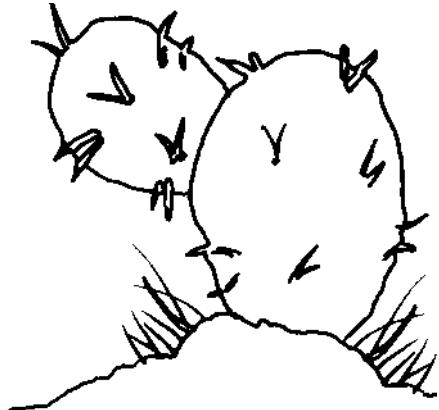


SKILL: VISUAL PERCEPTION

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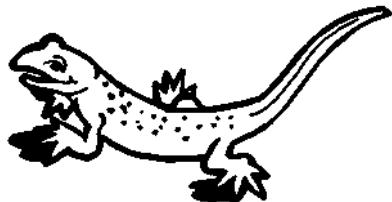
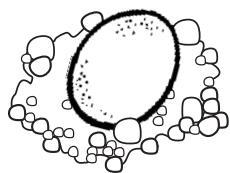
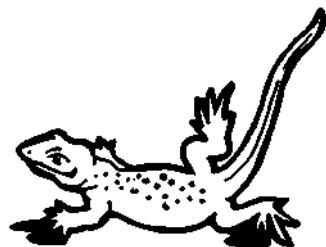
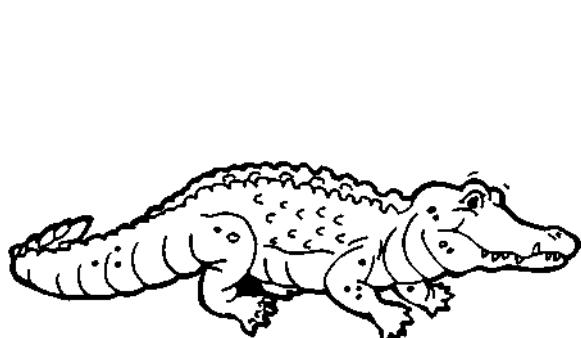
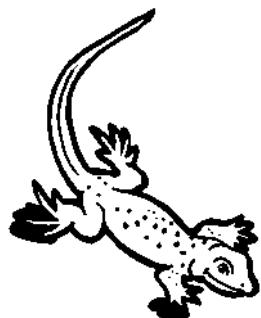
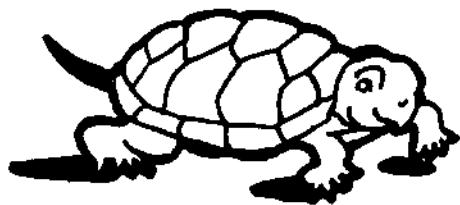
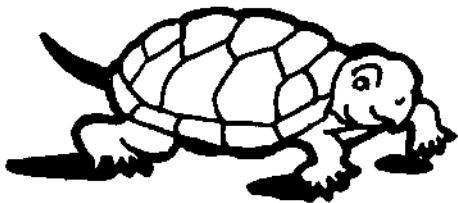
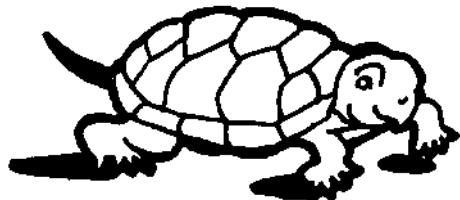
Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to draw a line from each group on the left to the group on the right that contains one more.



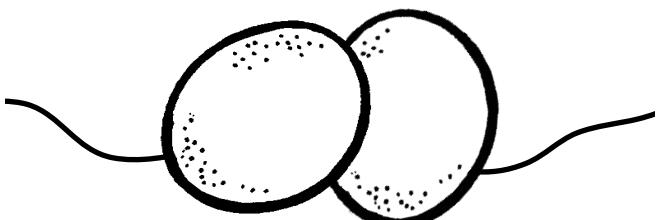
Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to count the number of turtles. Next, ask the student to find three lizards and color them.

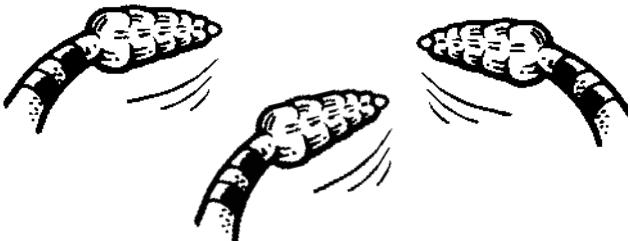


Name \_\_\_\_\_

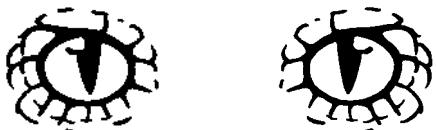
**INSTRUCTIONS:** Ask the student to count how many in each group, then circle the correct number to show how many.



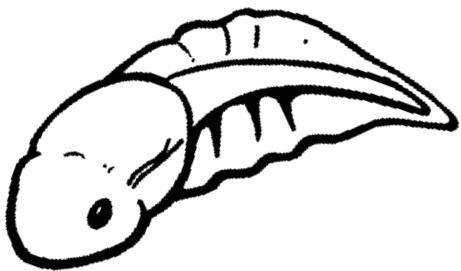
| 2 3



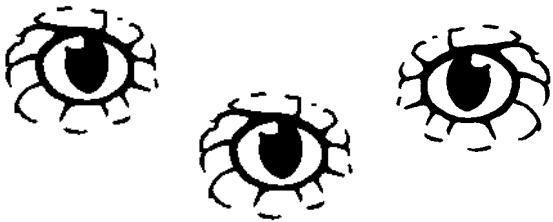
| 2 3



| 2 3



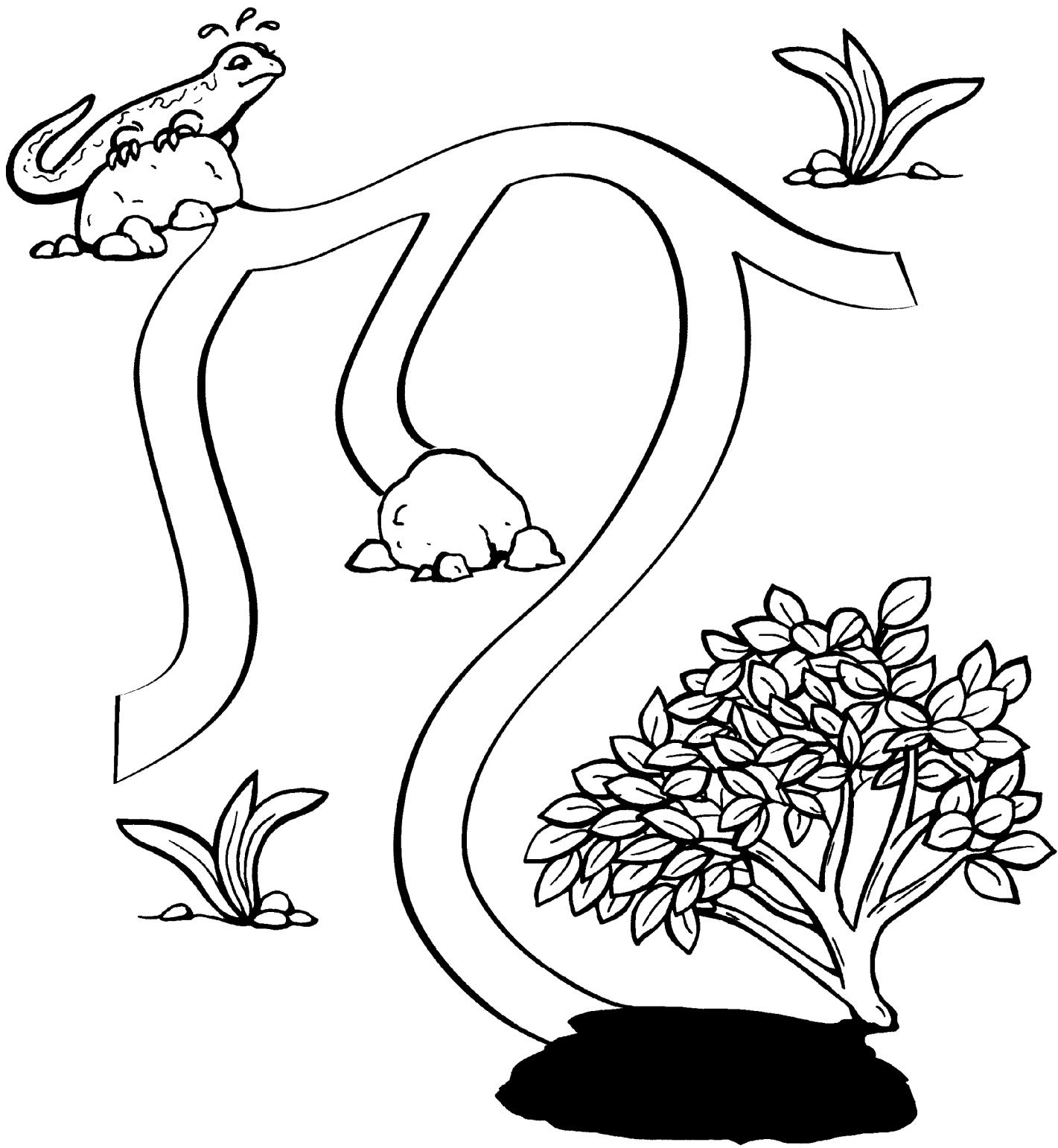
| 2 3



| 2 3

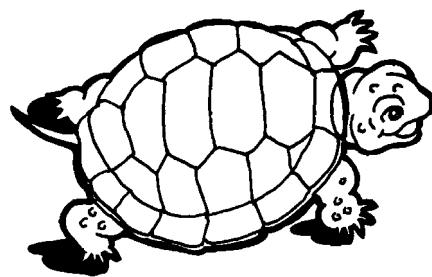
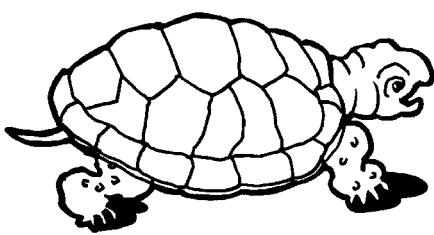
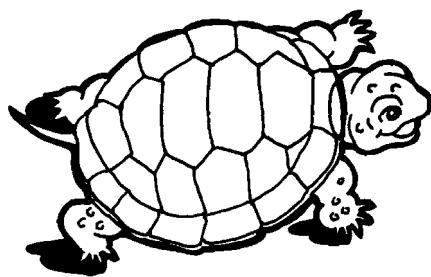
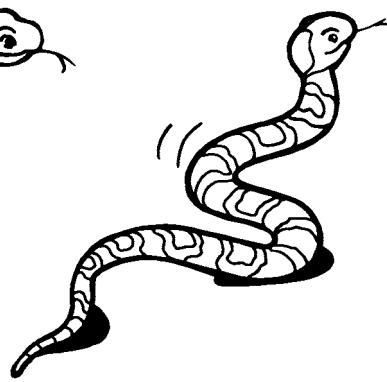
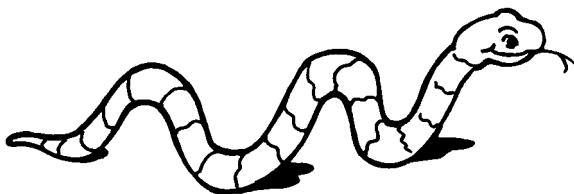
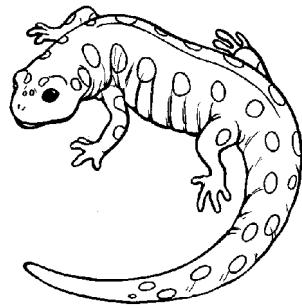
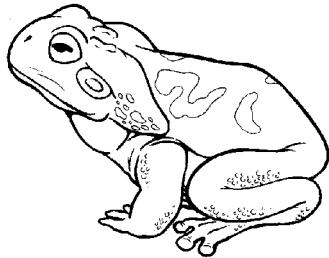
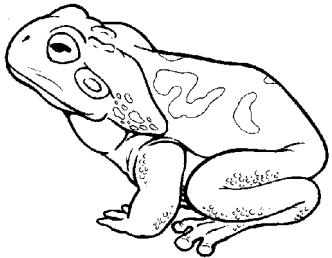
Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to help the lizard find her way to the shade.



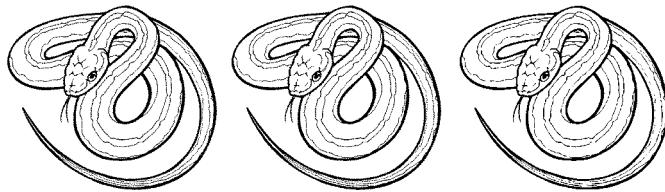
Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to circle the animal that is different in each row.

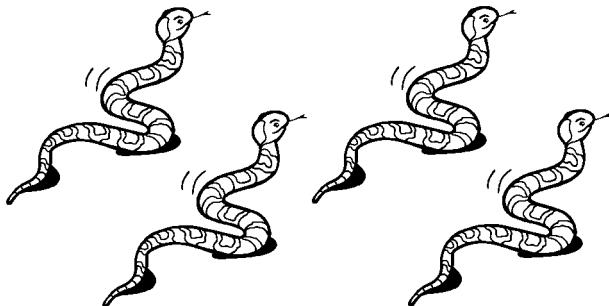
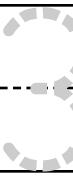
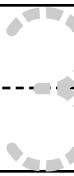


Name \_\_\_\_\_

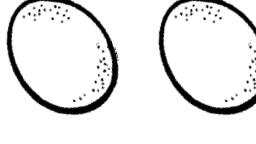
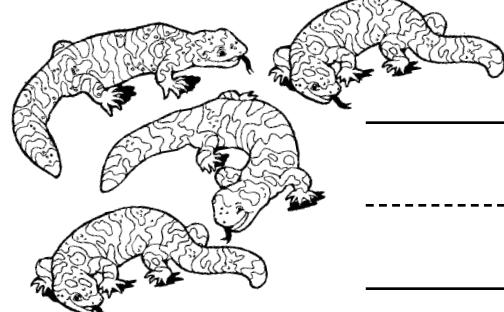
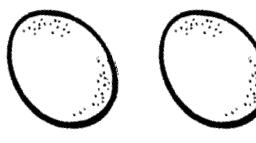
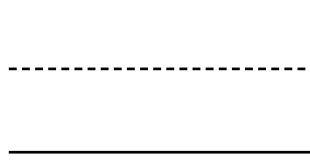
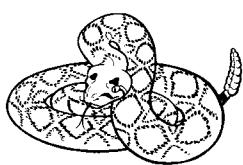
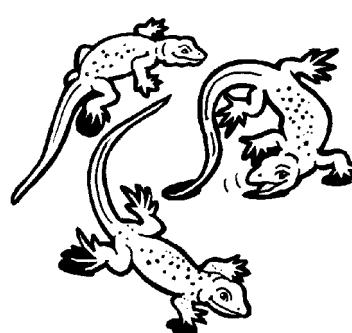
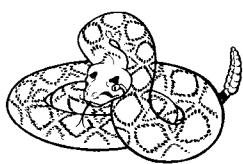
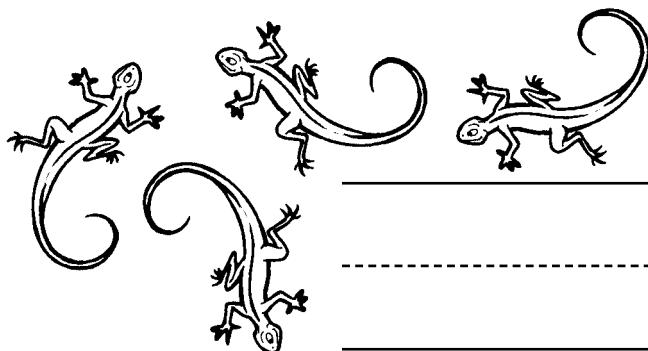
**INSTRUCTIONS:** Ask the student to trace and write 3 and 4 in the spaces at the top. Count the animals in each block and write 3 or 4 in the spaces next to them.



3

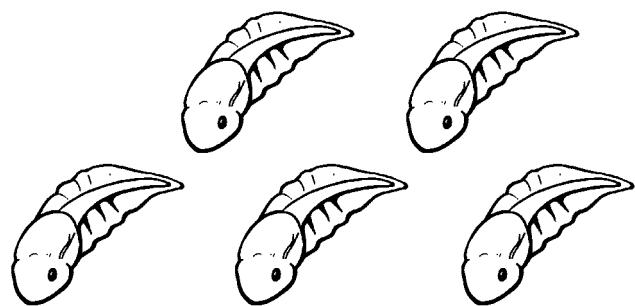


4



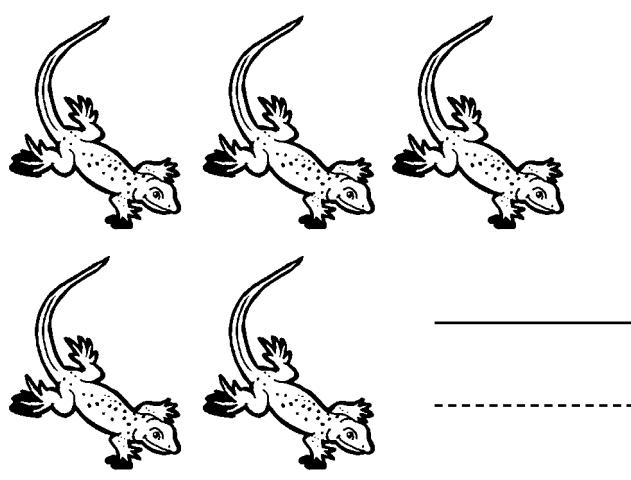
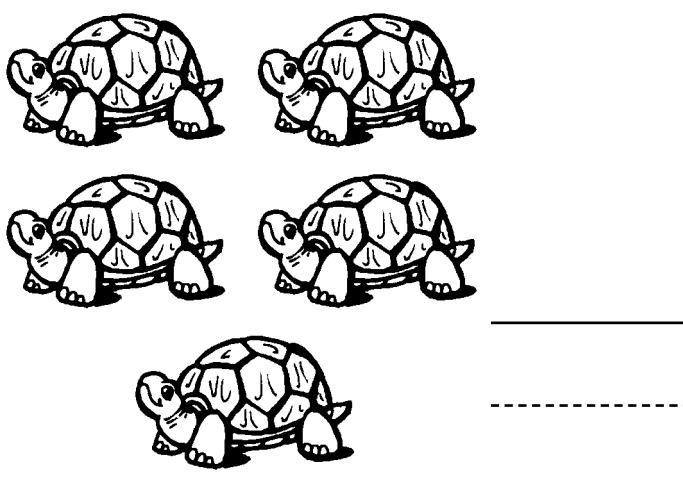
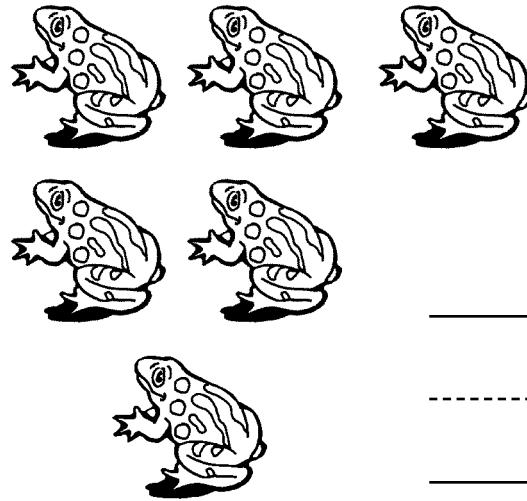
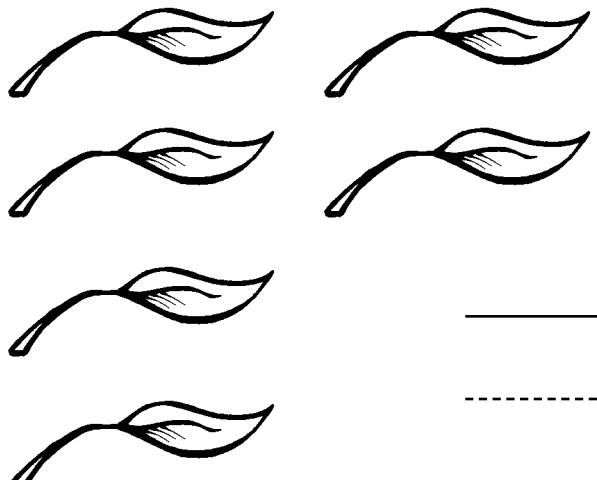
Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to trace and write 5 and 6 in the spaces at the top.  
Count the animals in each block and write 5 or 6 in the spaces next to them.



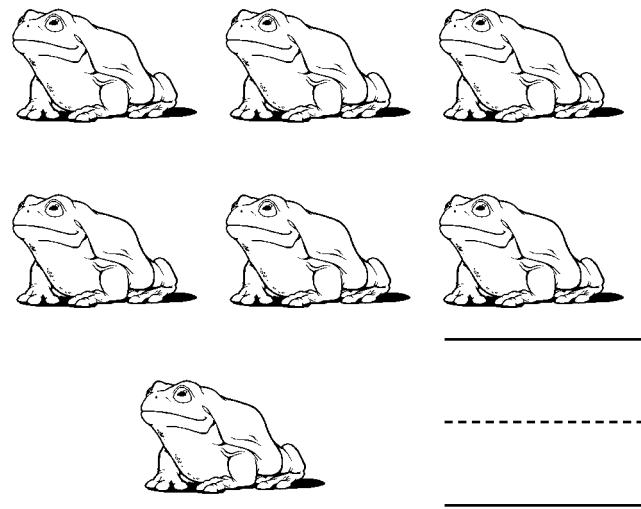
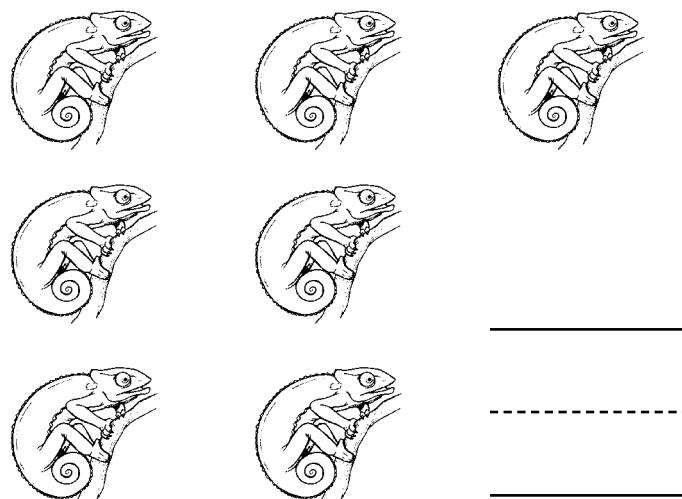
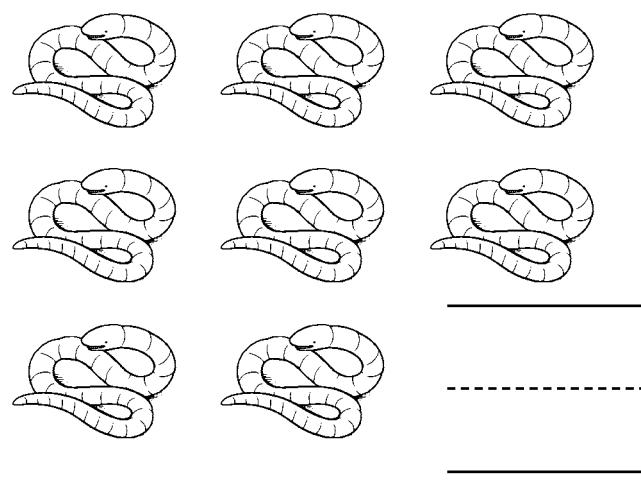
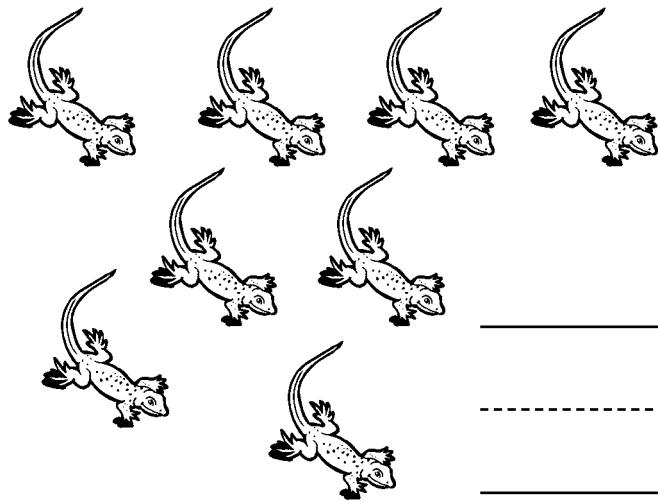
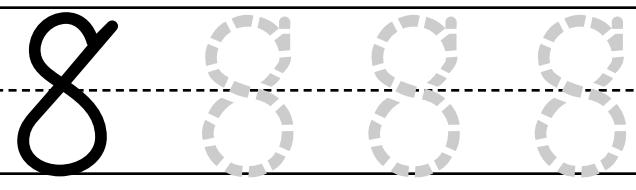
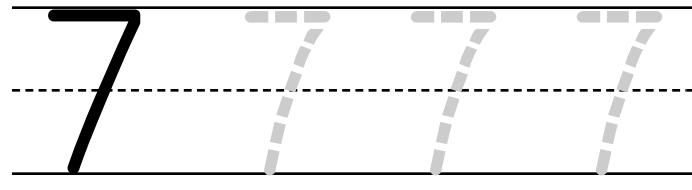
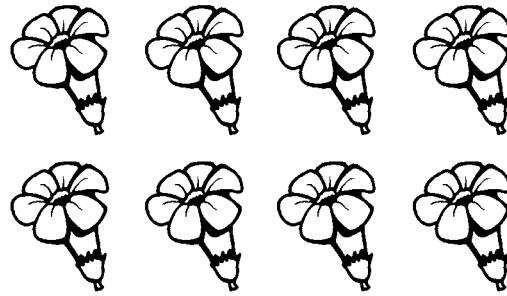
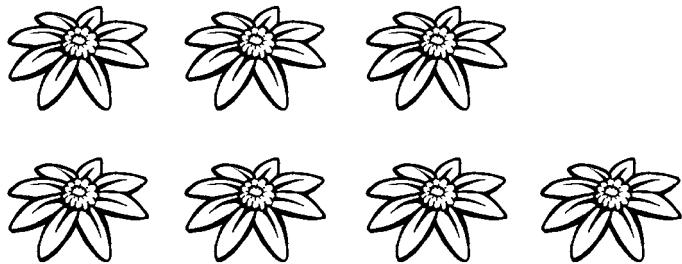
5 5 5 5

6 6 6 6



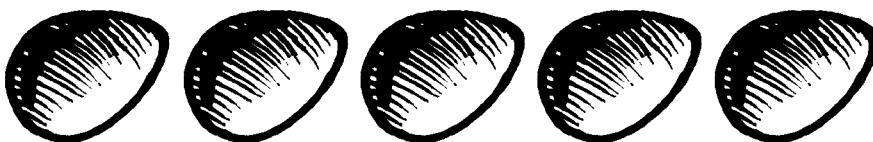
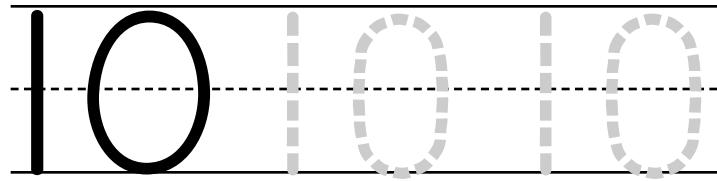
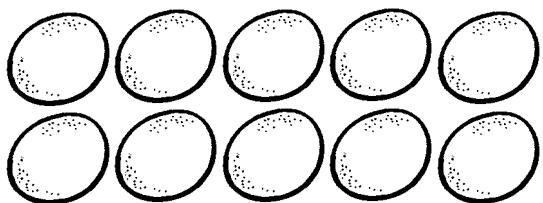
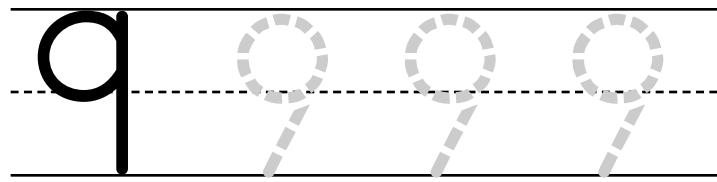
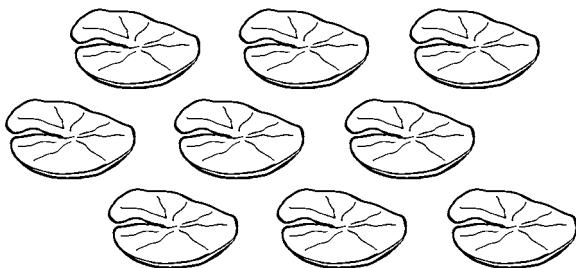
Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to trace and write 7 and 8 in the spaces at the top. Count the animals in each block and write 7 or 8 in the spaces next to them.



Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to trace and write 9 and 10 in the spaces at the top. Count the animals or items in each block and write 9 or 10 in the spaces next to them.



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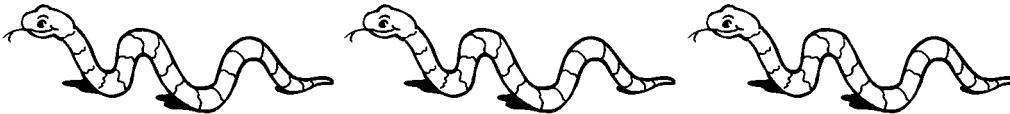
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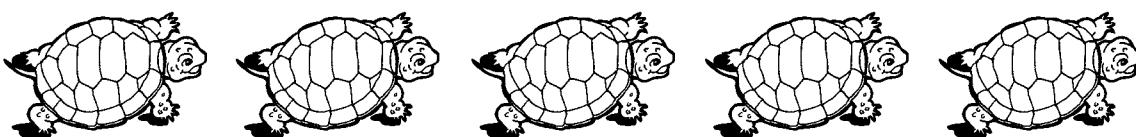
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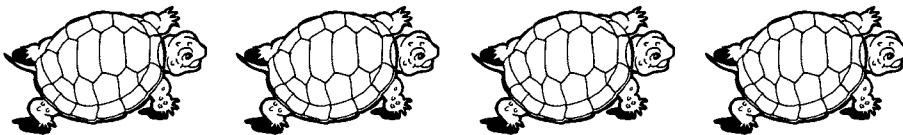
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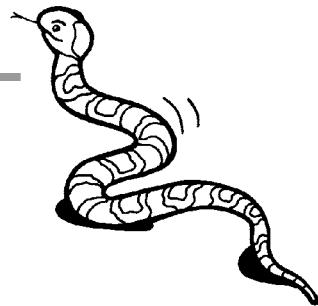
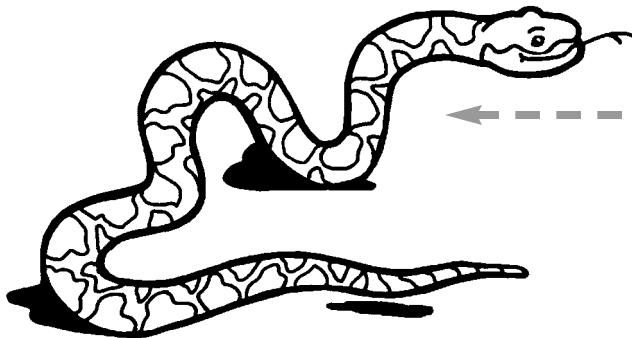
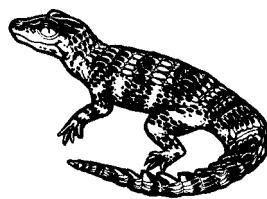
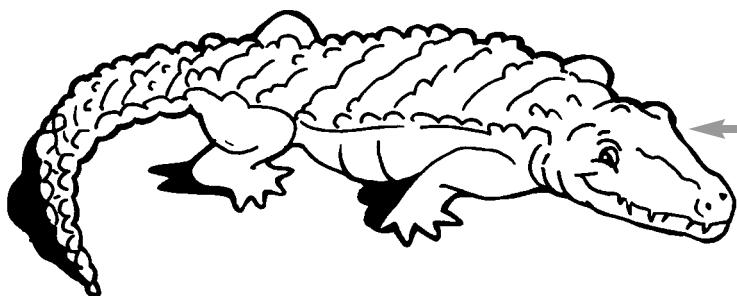
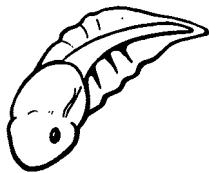
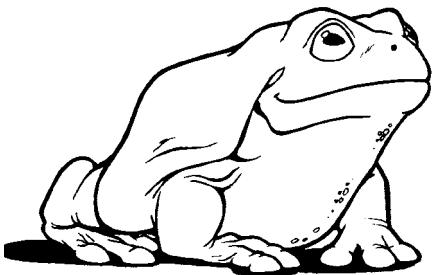
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Name \_\_\_\_\_

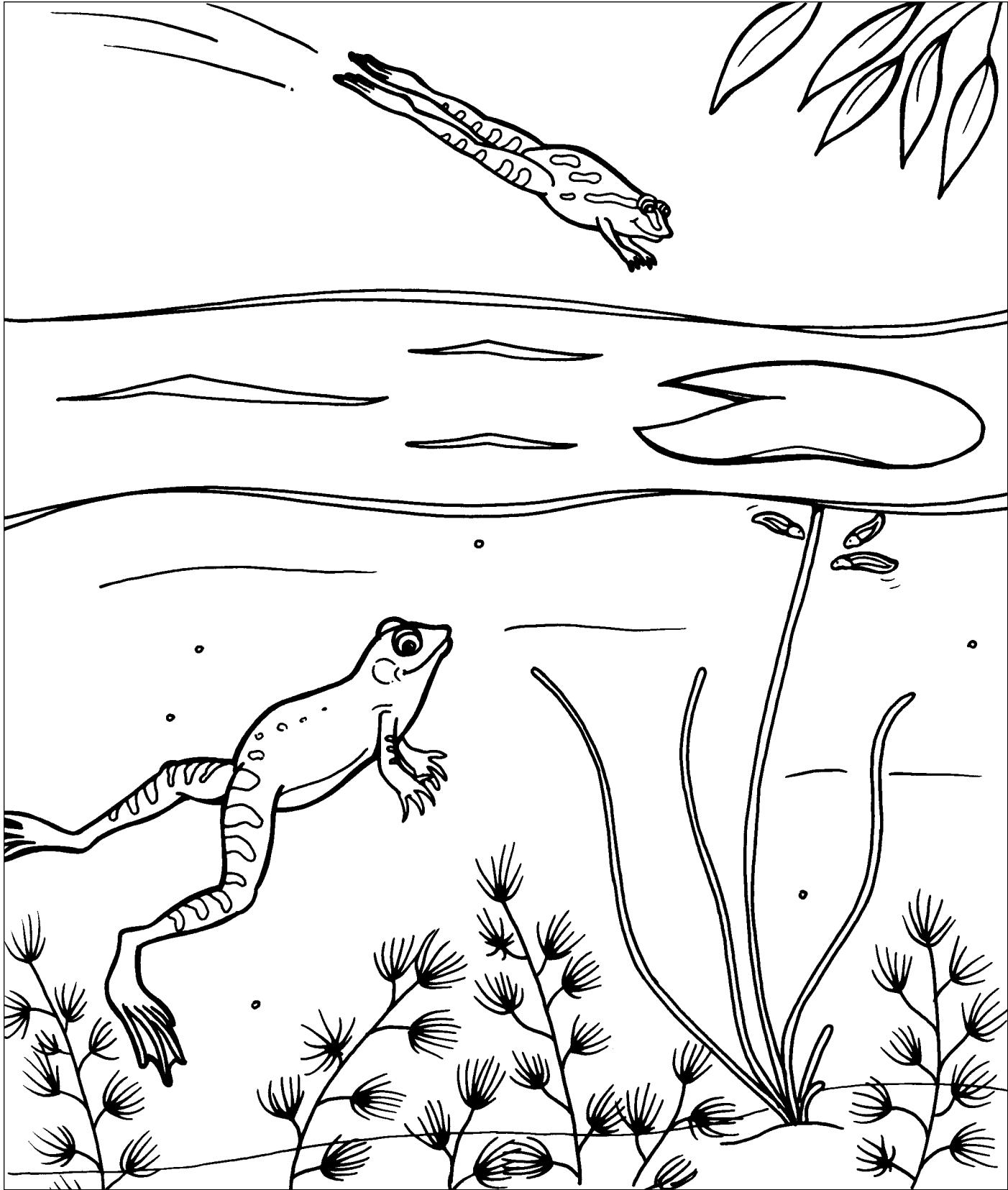
**INSTRUCTIONS:** Ask the student to start at the right and trace over the dotted lines from the baby animals to their mothers. Then ask the student to color all the pictures on the left.



SKILL: IDENTIFY RIGHT AND LEFT

Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to color the frog under the water blue. Have him or her color the frog jumping over the water green. Then ask the student to circle the tadpoles under the lily pad.

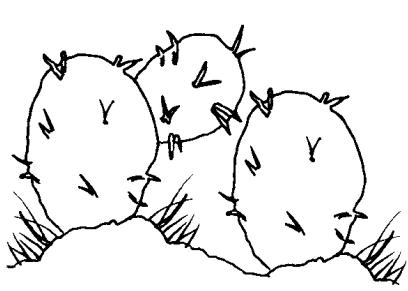
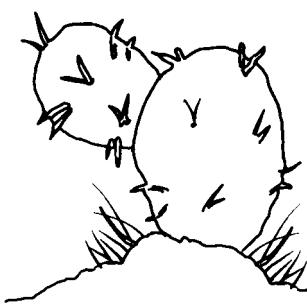
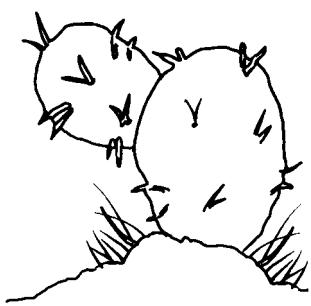
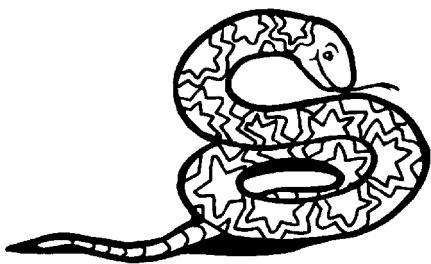
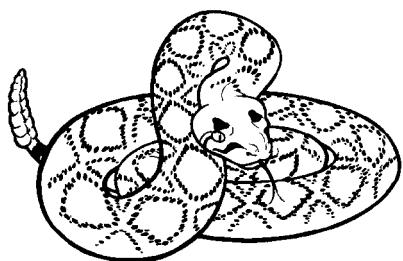
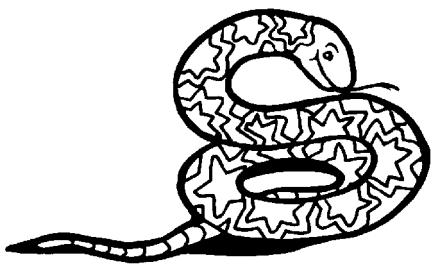
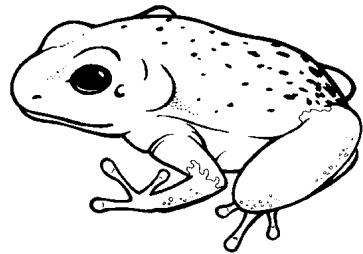
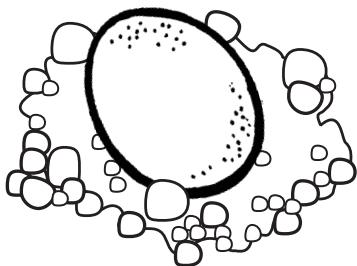
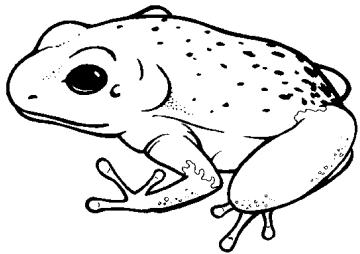


SKILL: IDENTIFY UNDER AND OVER

PRESCHOOL • REPTILES/AMPHIBIANS • FUNDAMENTALS • 018

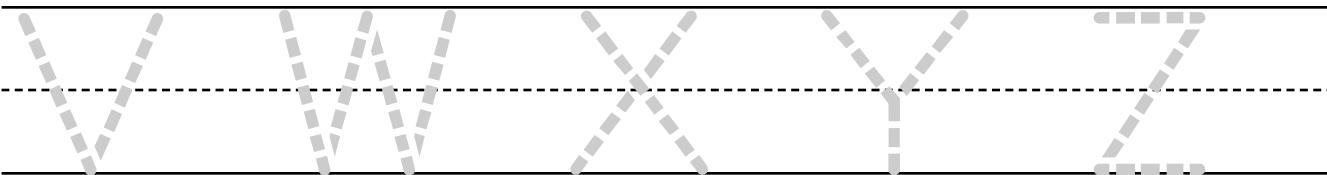
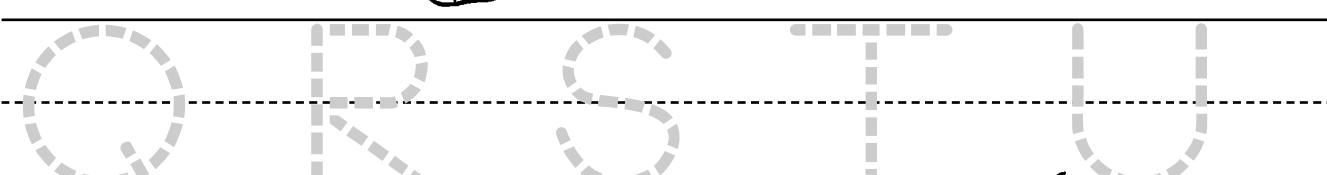
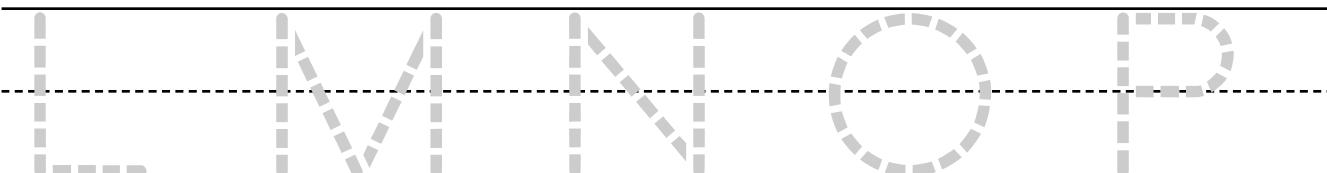
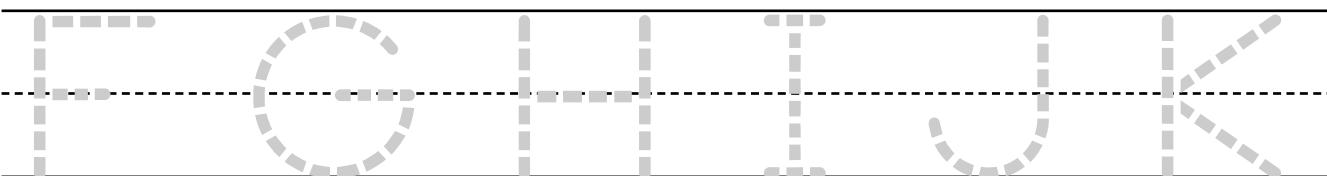
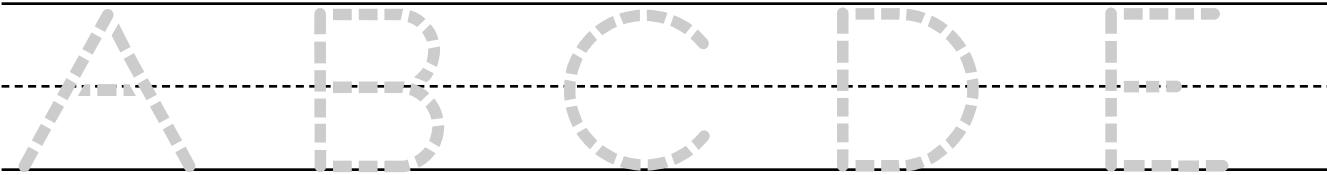
Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to color the two pictures that are the same in each row.



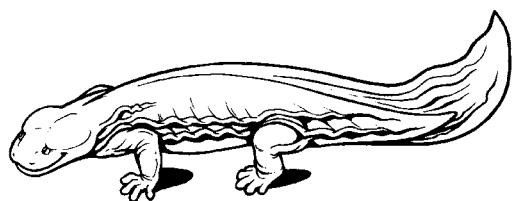
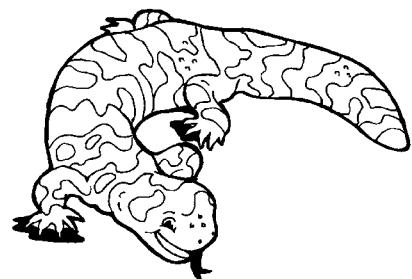
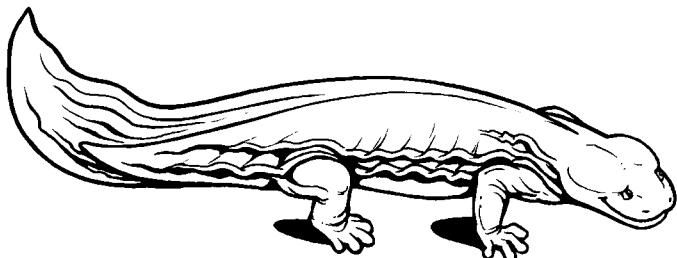
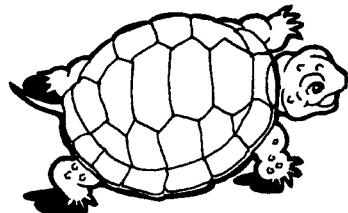
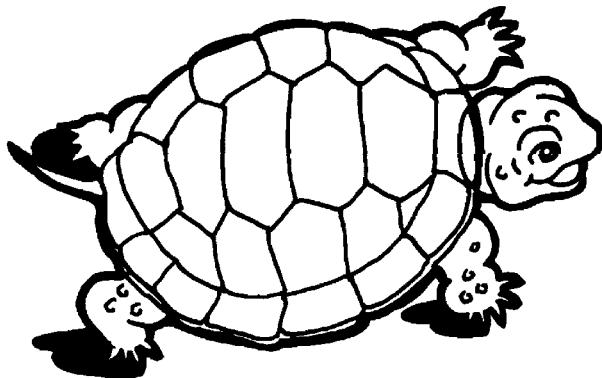
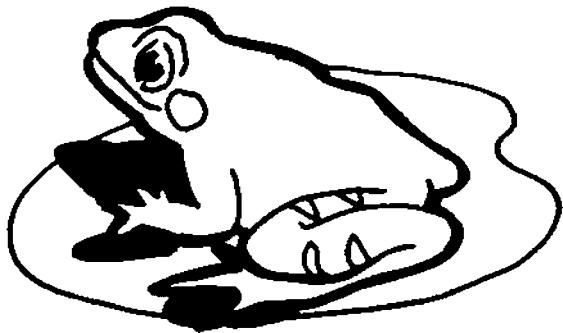
Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to trace the letters of the alphabet.  
Ask him or her to say the names of the letters out loud.



Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to draw a circle around the smaller animal in each section. Then have him or her color each of the smaller animals.



Name \_\_\_\_\_

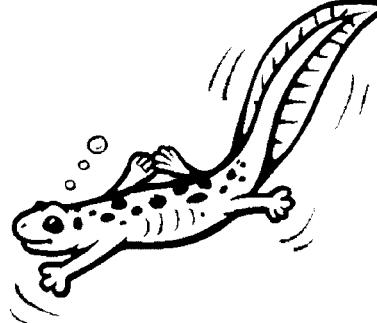
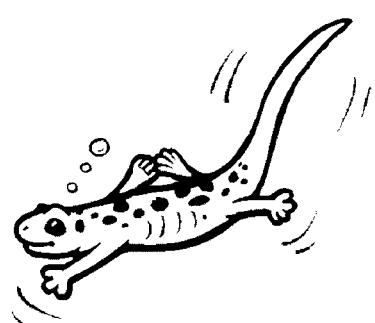
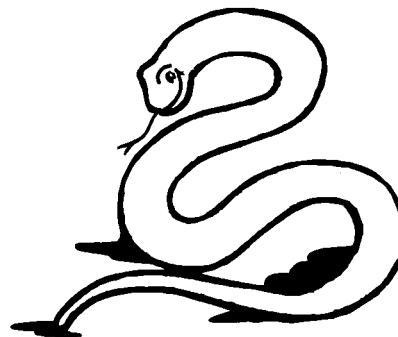
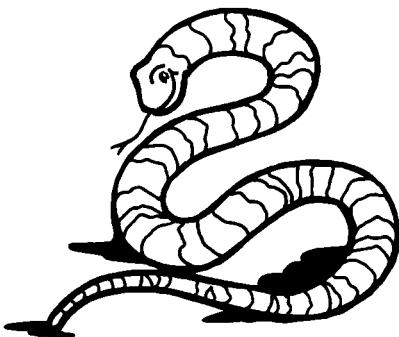
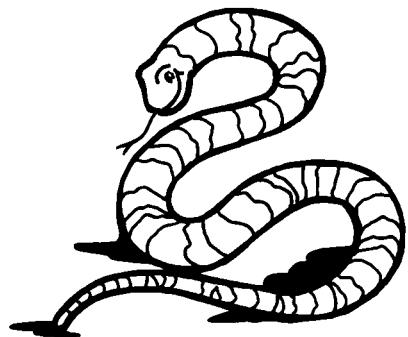
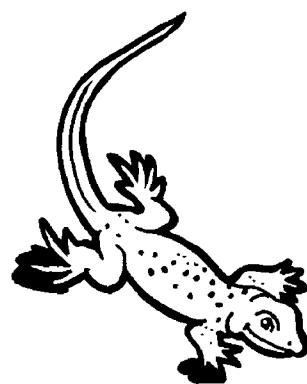
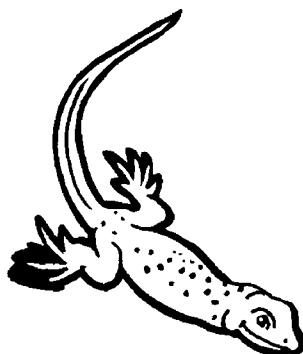
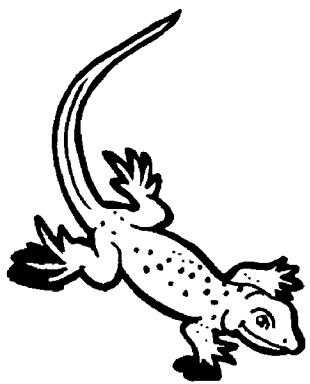
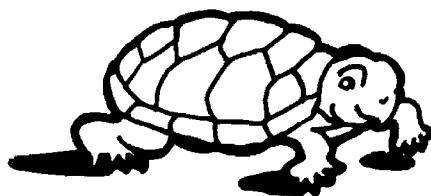
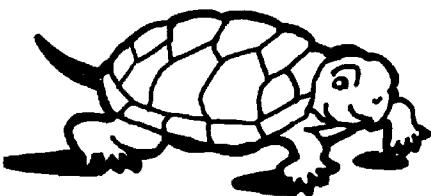
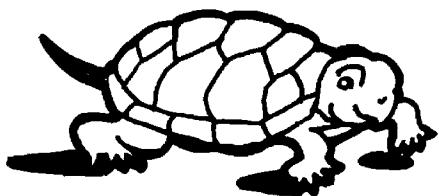
**INSTRUCTIONS:** Ask the student to color the shirt that best matches the snake's markings.  
Then color the snake the same color.



SKILL: MATCH SIMILAR PATTERNS

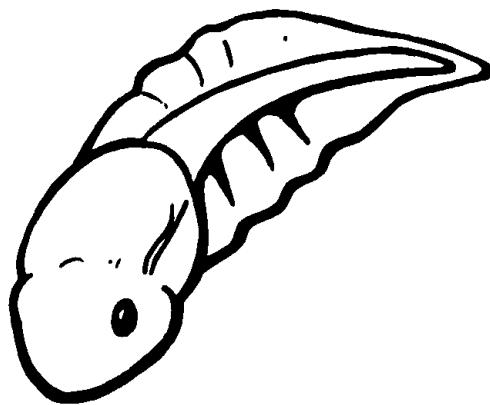
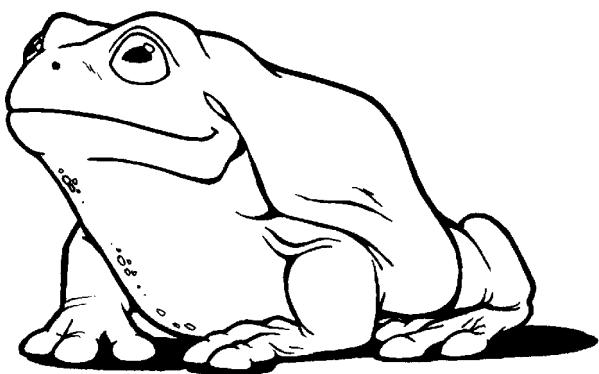
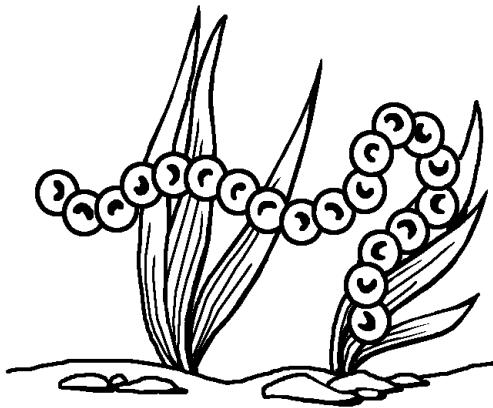
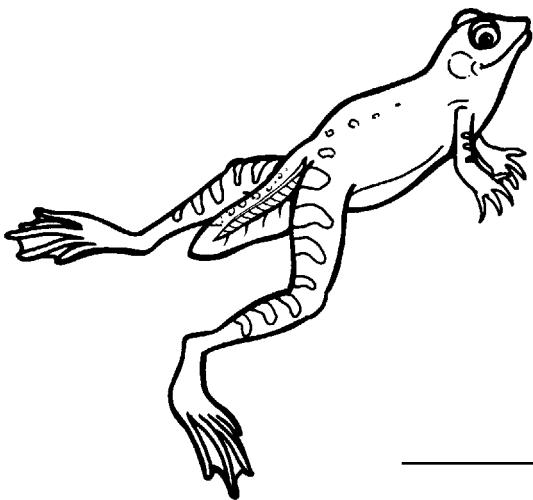
Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to draw in what's missing from one of the pictures in each row.



Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to count to four and write the numbers in the spaces provided to show what happens first, next, next, and last in the development of a frog.

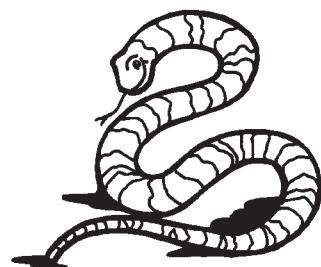
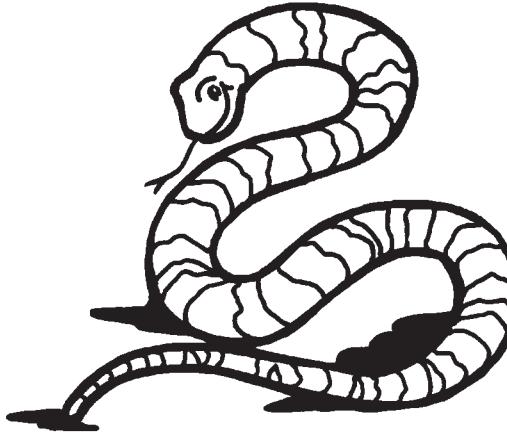
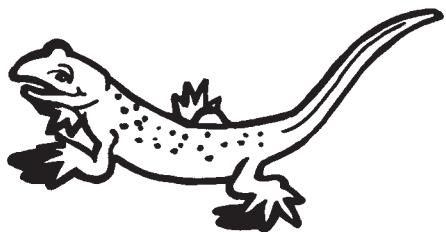
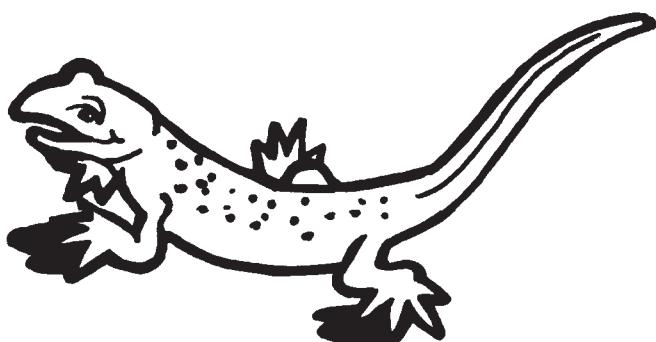
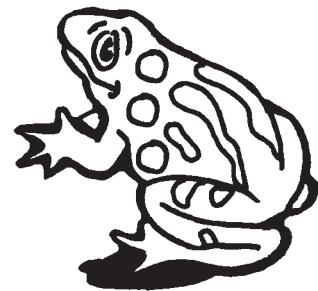
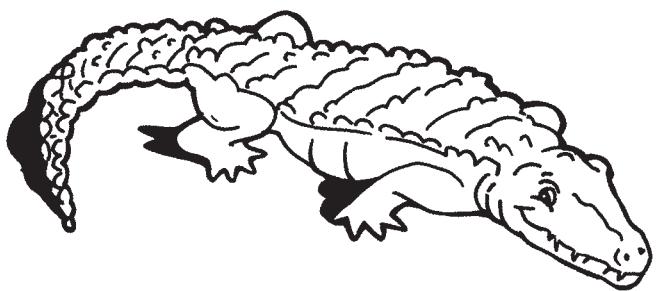
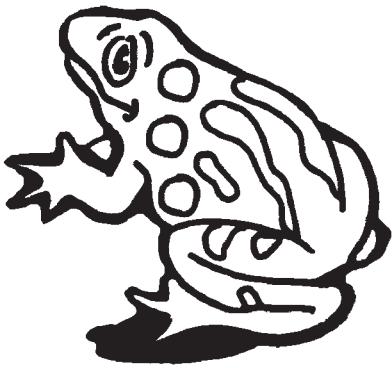


SKILL: COUNT TO FOUR, SEQUENCING

PRESCHOOL • REPTILES/AMPHIBIANS • FUNDAMENTALS • 024

Name \_\_\_\_\_

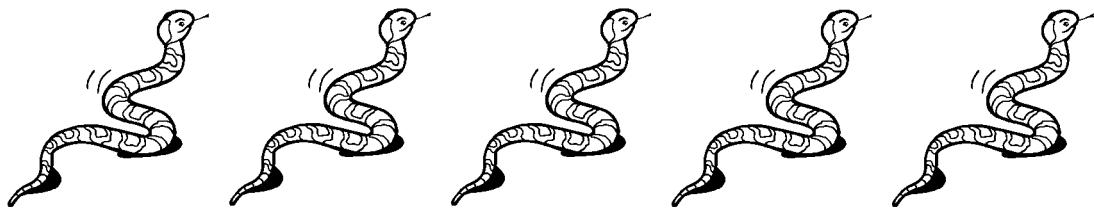
**INSTRUCTIONS:** Ask the student to draw a circle around the bigger animal in each section. Color each of the bigger animals.



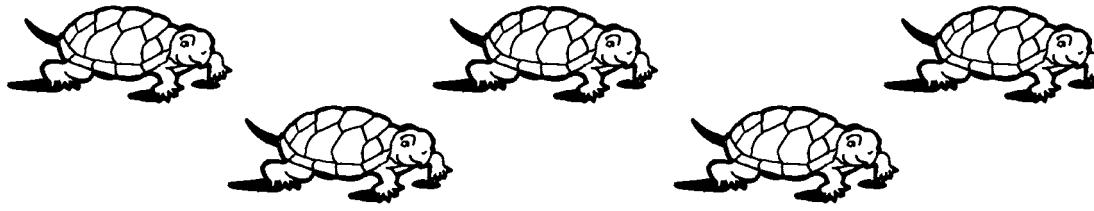
Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to look at the number at the beginning of each row and then circle that same number of animals to show how many.

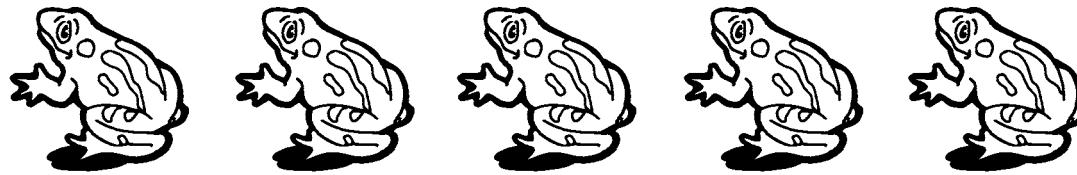
5



2



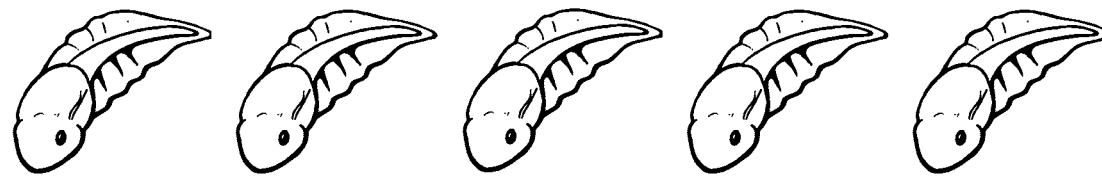
1



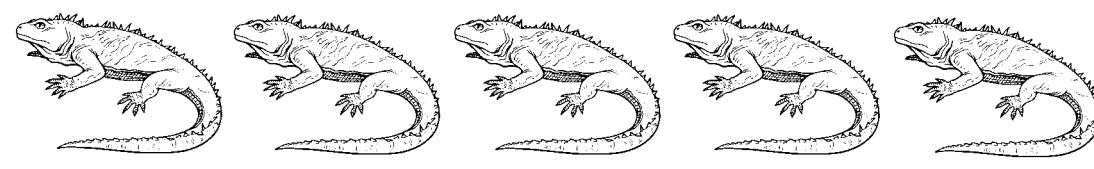
0



3

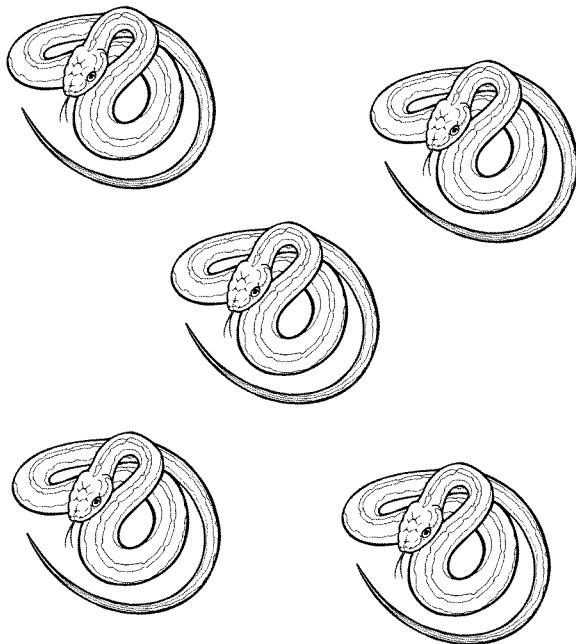
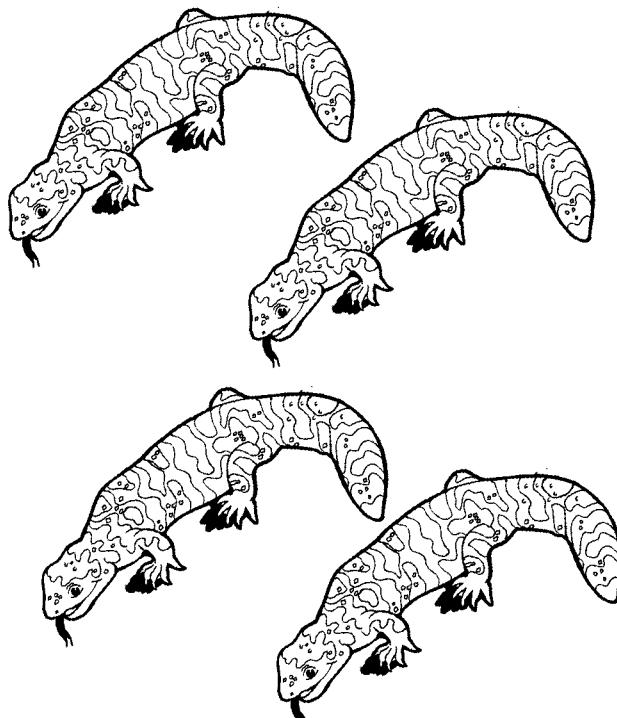
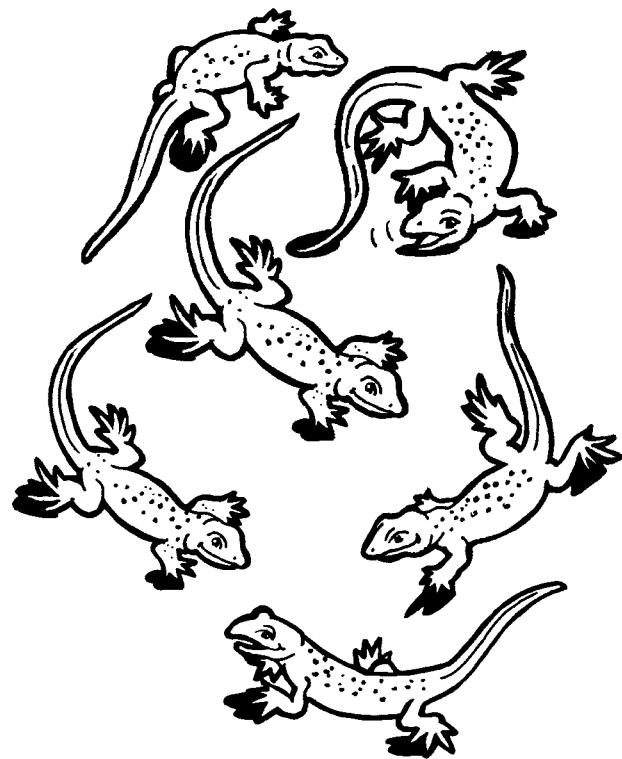
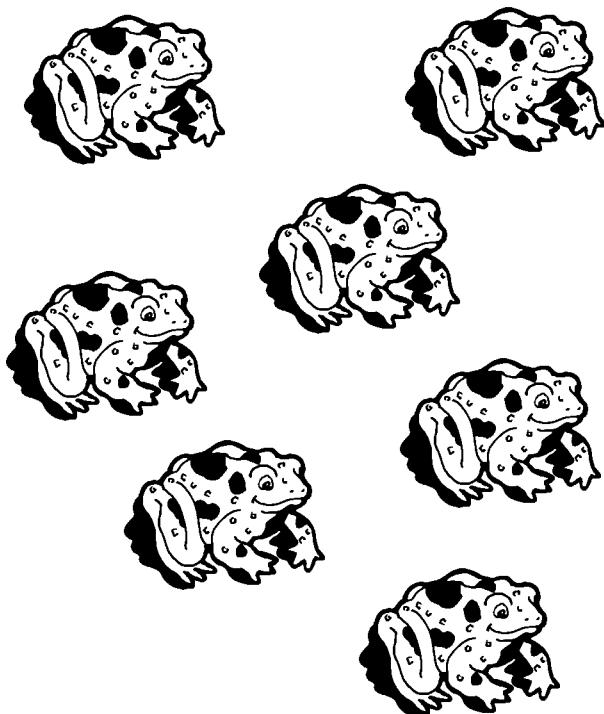


4



Name \_\_\_\_\_

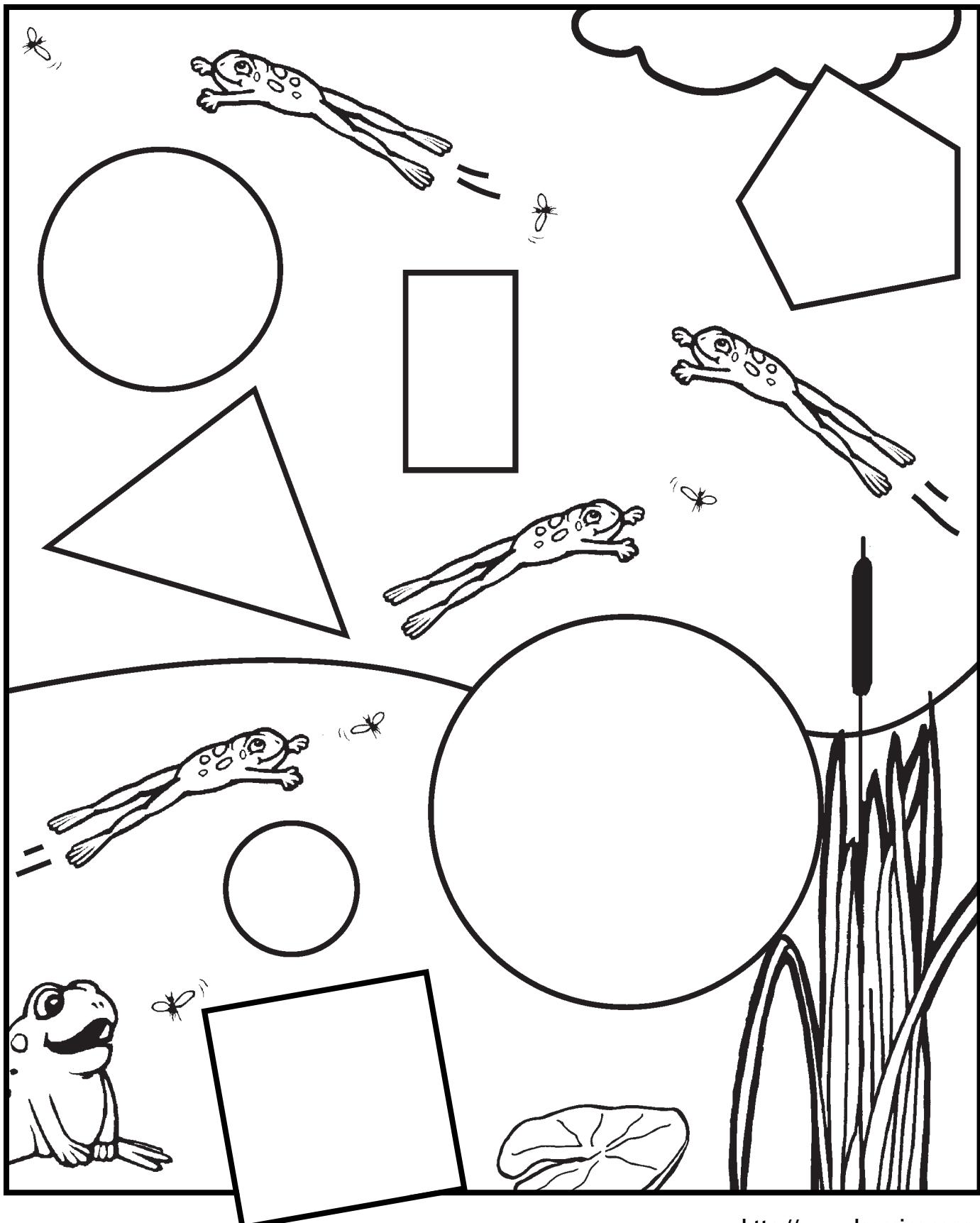
**INSTRUCTIONS:** Ask the student to color the animal group that has less.



SKILL: IDENTIFY WHICH HAS LESS

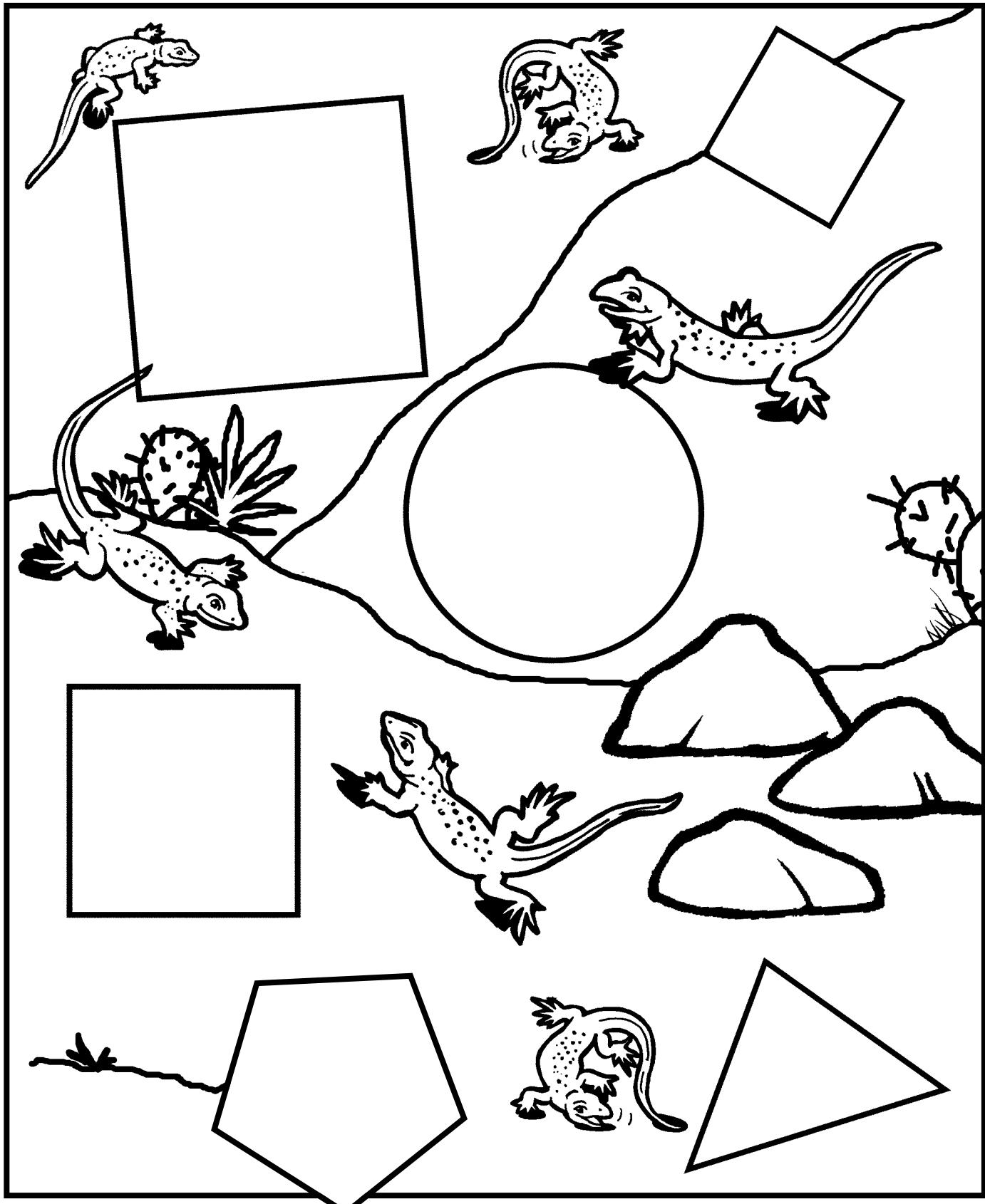
Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to look at the shapes below and write an X on each one that is a circle.



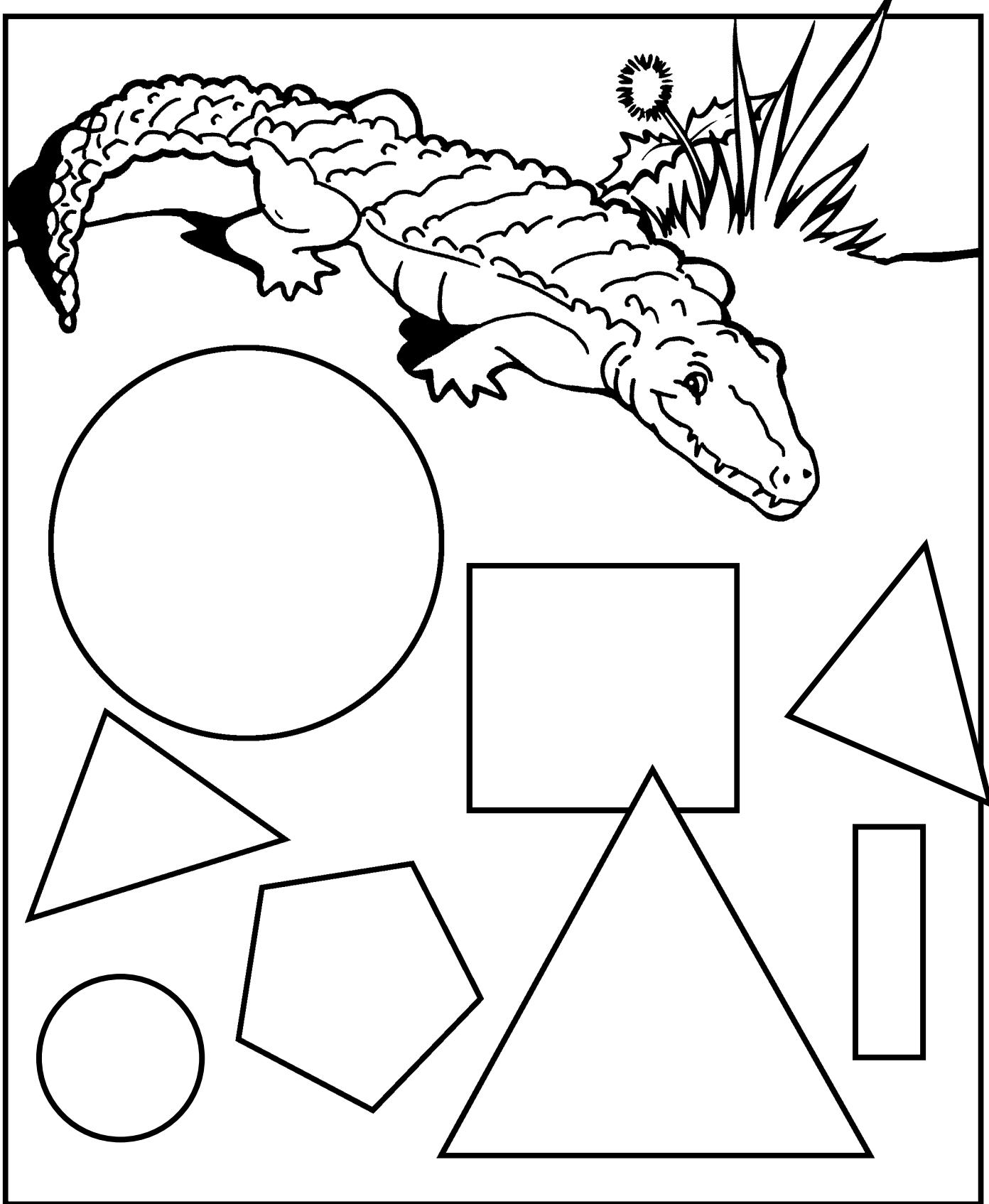
Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to look at the shapes below and write an X on each one that is a square.



Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to look at the shapes below and write an X on each one that is a triangle.

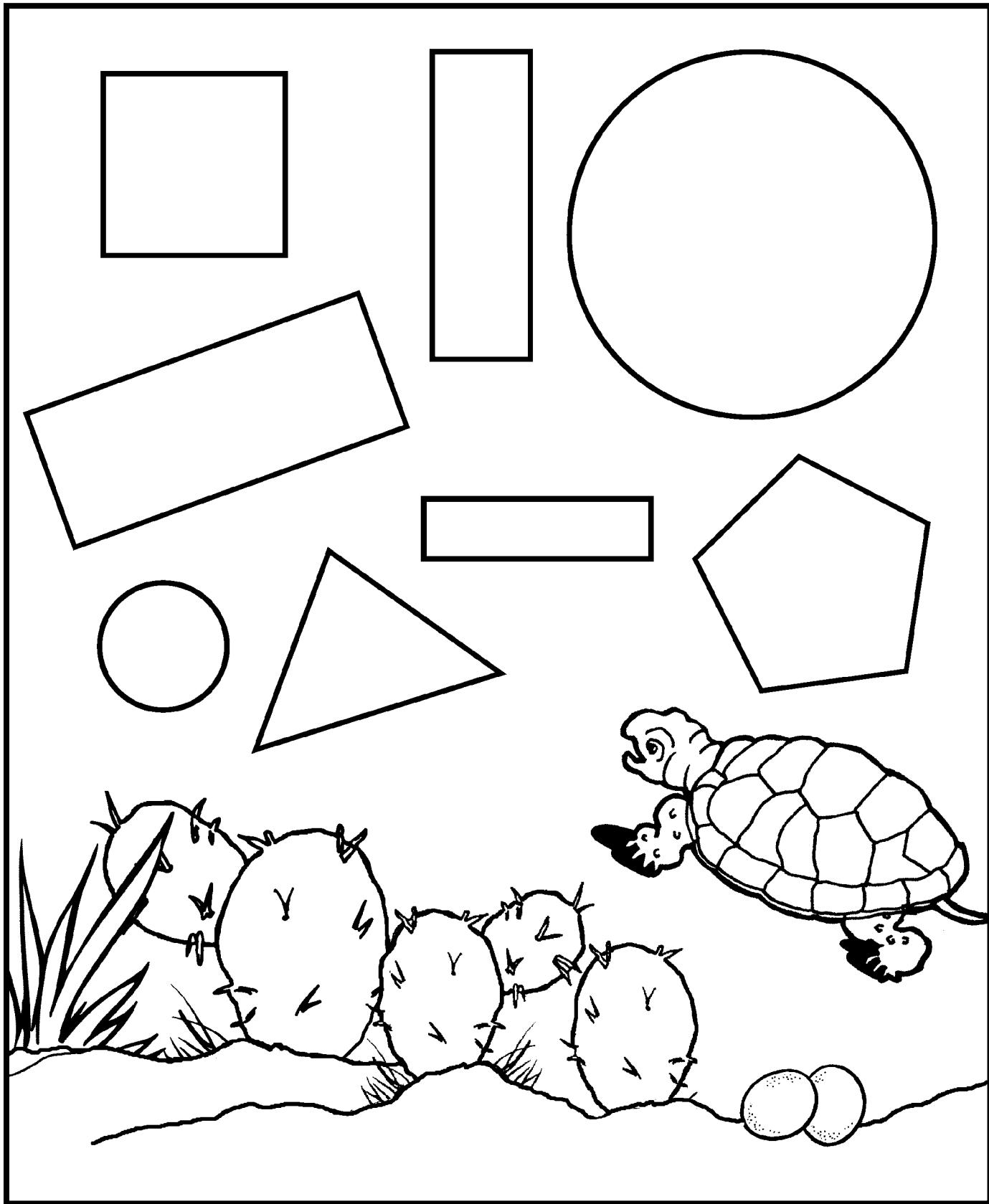


SKILL: IDENTIFY A TRIANGLE

PRESCHOOL • REPTILES/AMPHIBIANS • FUNDAMENTALS • 030

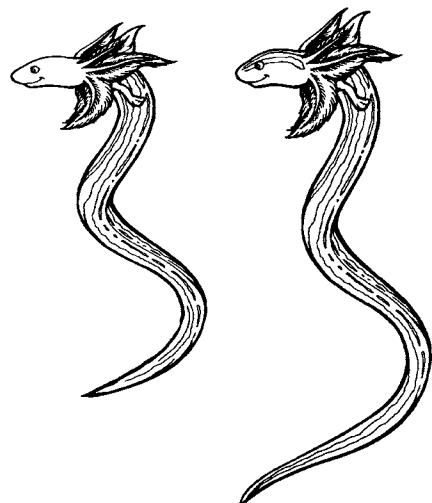
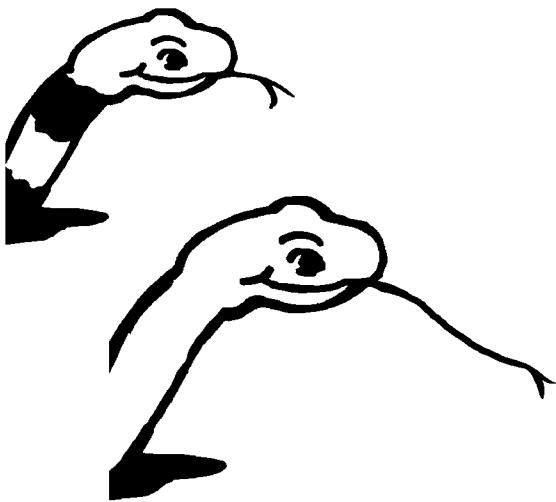
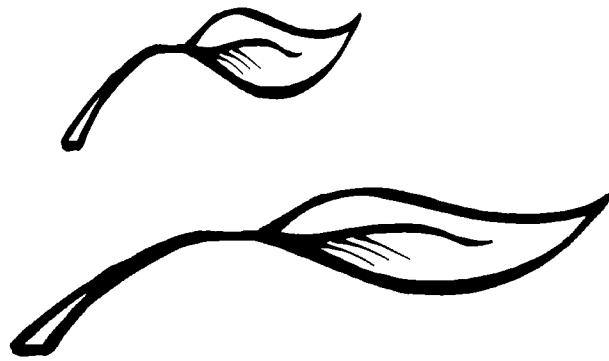
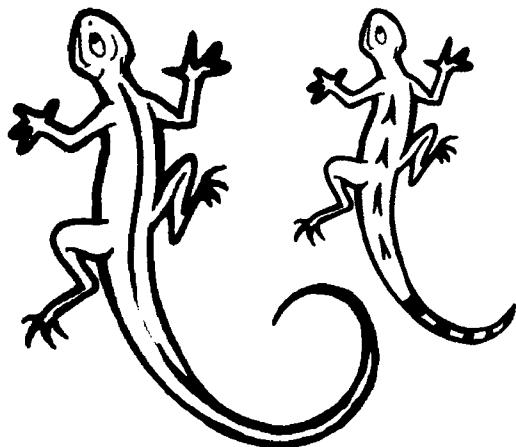
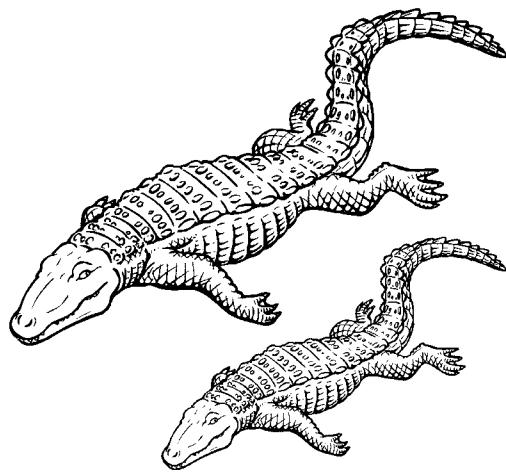
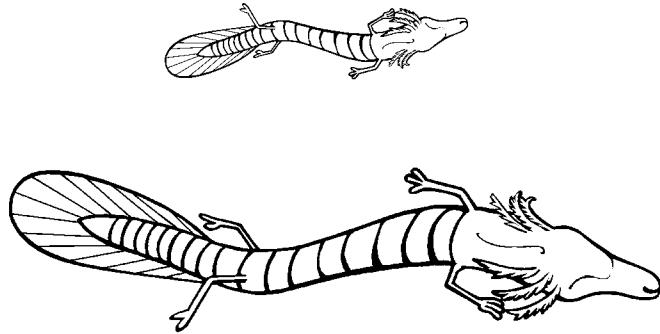
Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to look at the shapes below and write an X on each one that is a rectangle.



Name \_\_\_\_\_

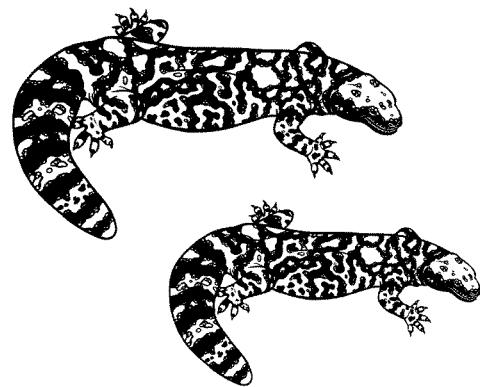
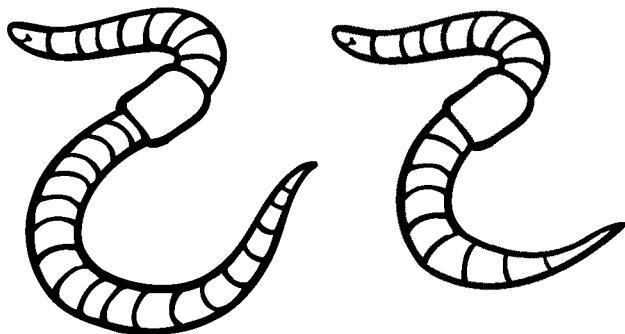
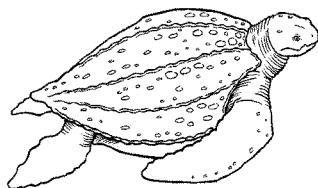
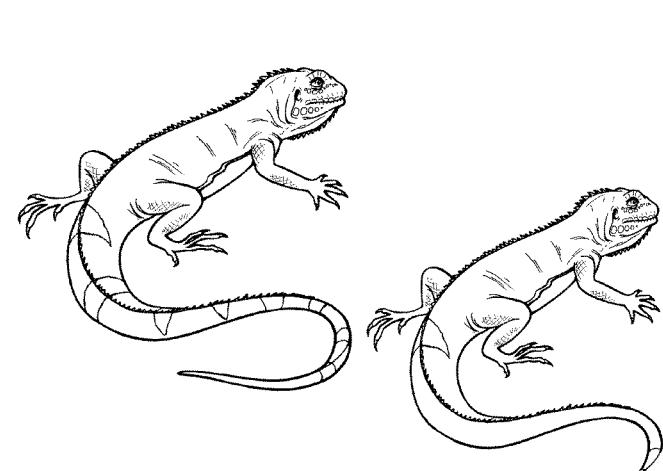
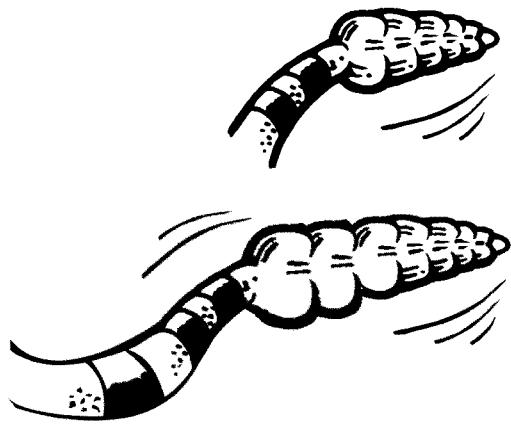
**INSTRUCTIONS:** Ask the student to mark the shorter object in each section with an X.



SKILL: IDENTIFY THE SHORTER OBJECT

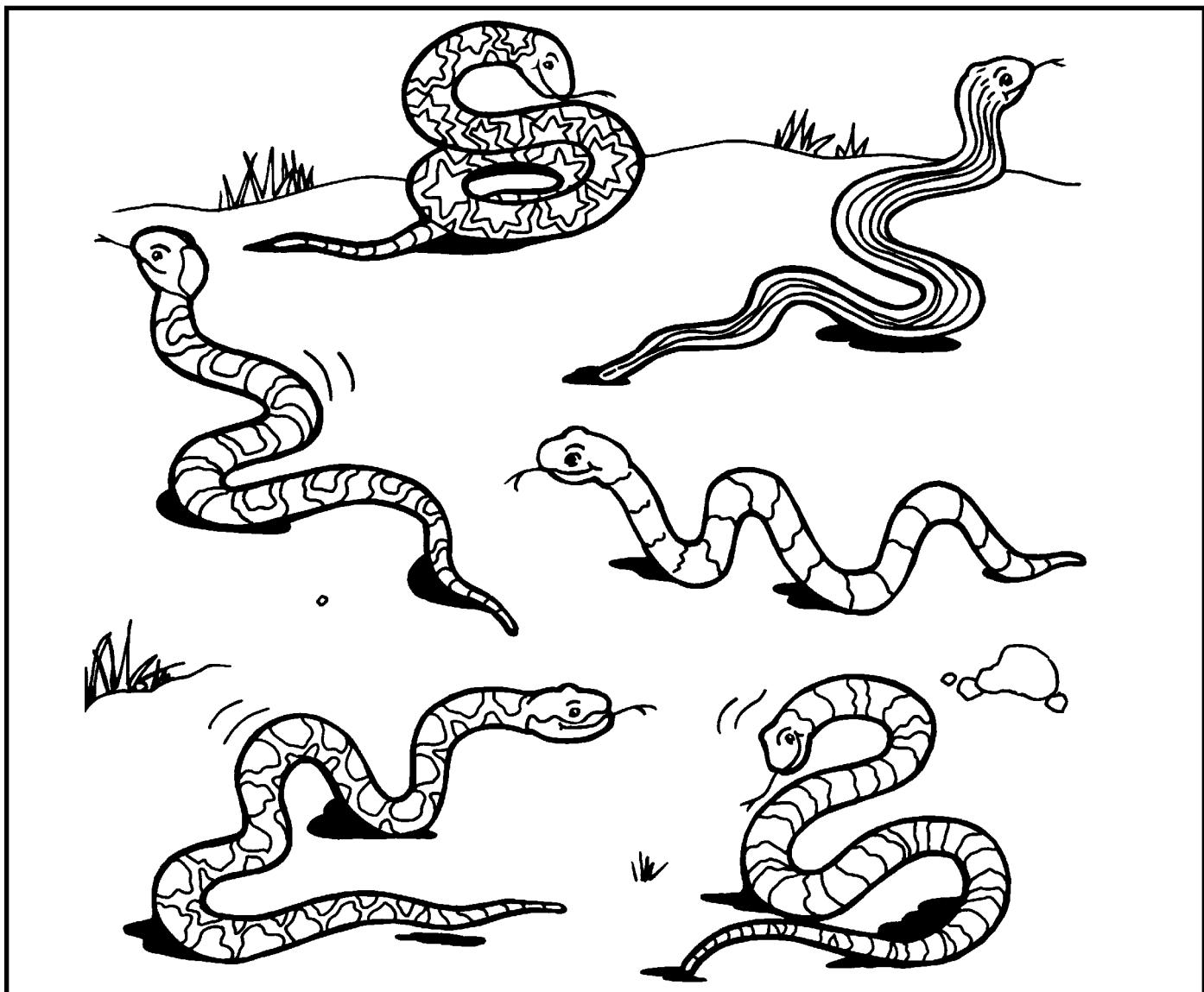
Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to mark the longer object in each section with an X.



Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to color the picture. Then have the student write the word "snake" by following the dotted letters, then write "snake" three more times on the lines provided.



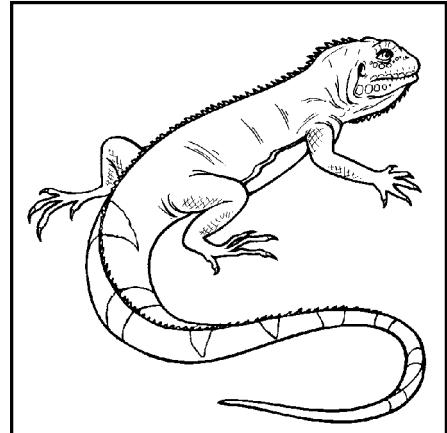
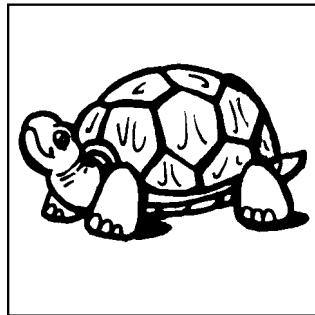
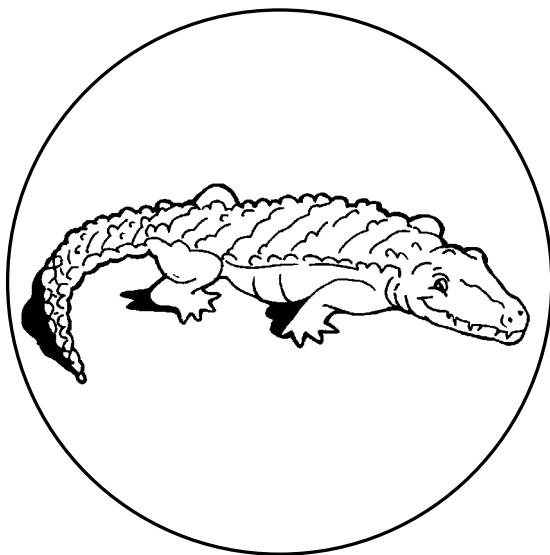
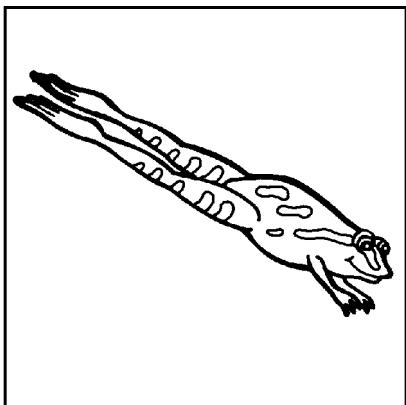
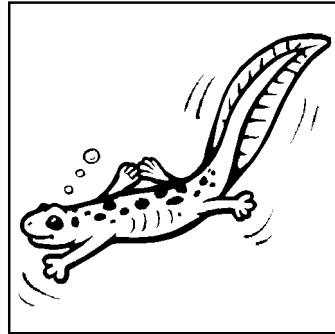
s n a k e

\_\_\_\_\_

\_\_\_\_\_

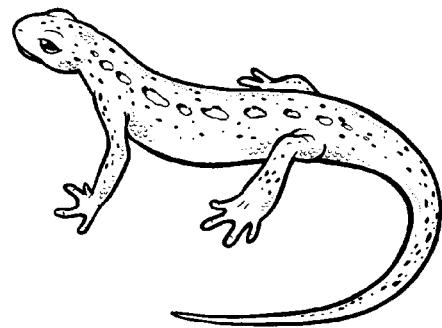
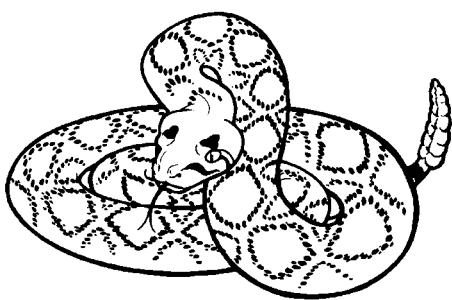
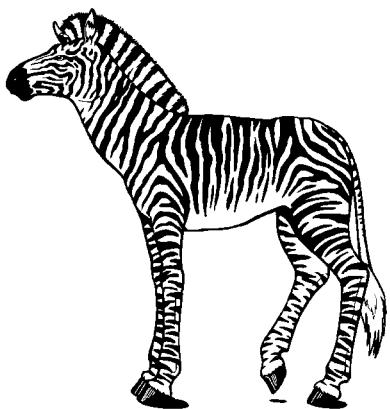
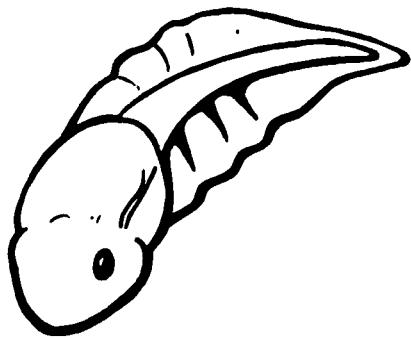
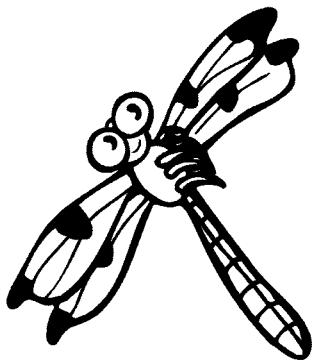
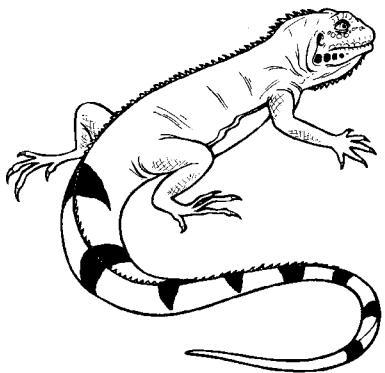
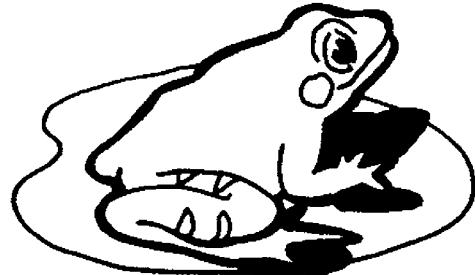
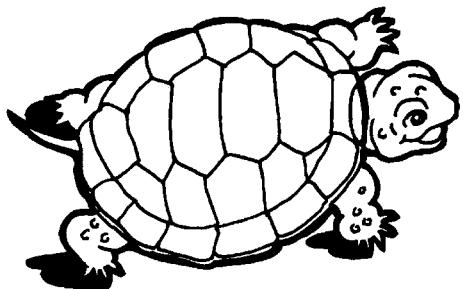
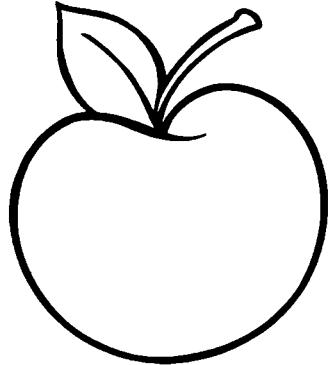
Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to color the animals that are inside of circles.  
Then ask the student to put an X on the animals that are inside of squares.



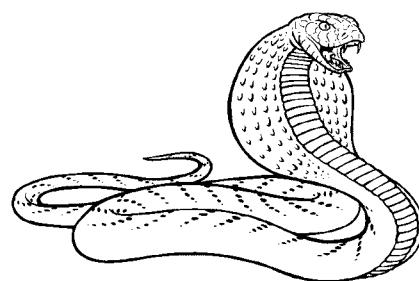
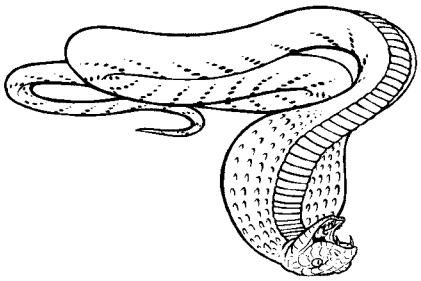
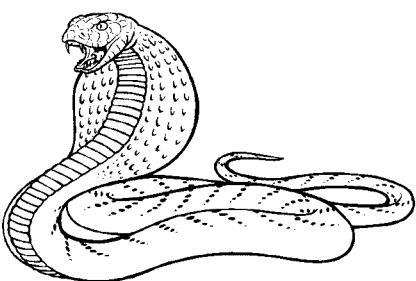
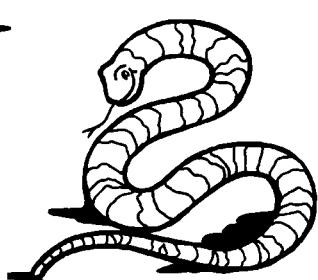
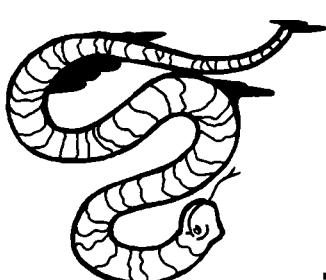
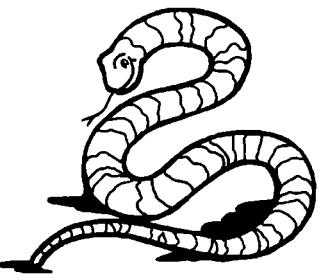
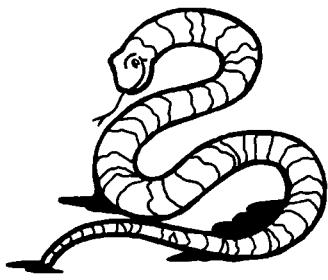
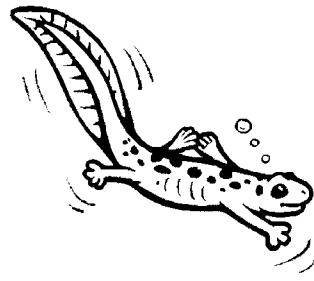
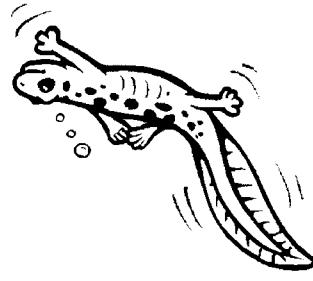
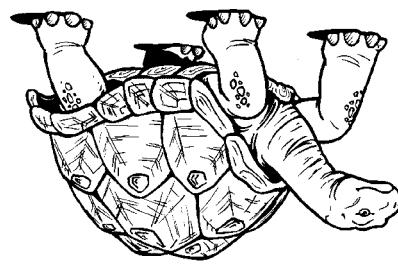
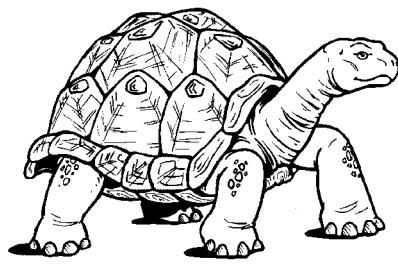
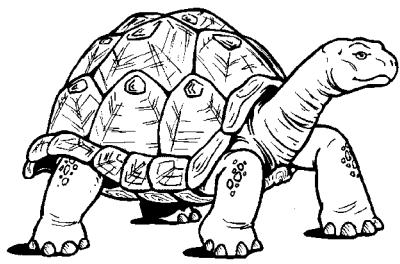
Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to look at each line and circle the one that doesn't belong.



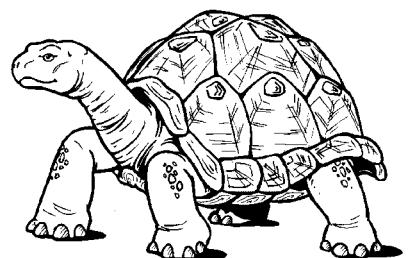
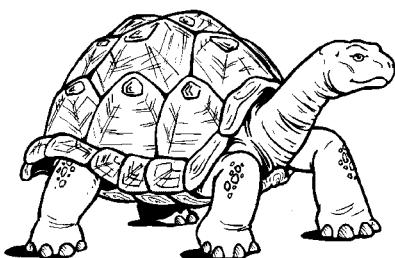
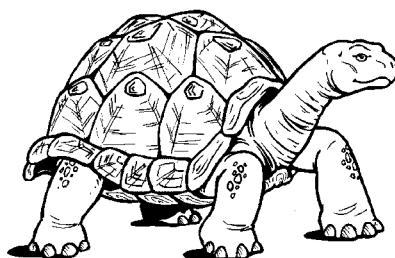
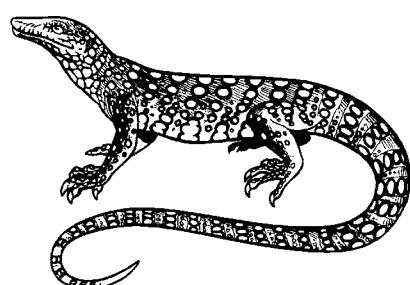
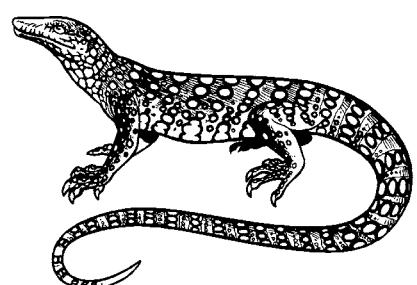
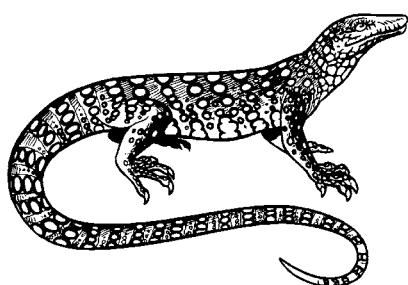
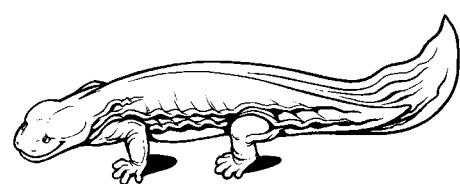
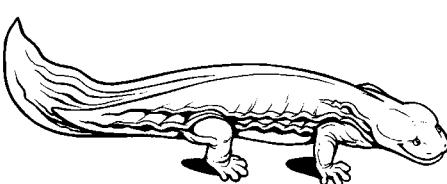
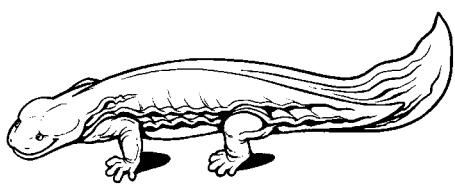
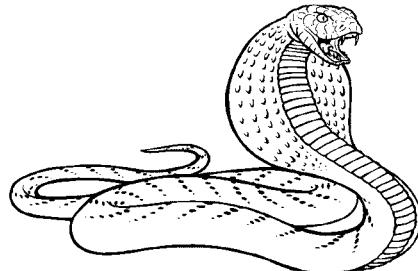
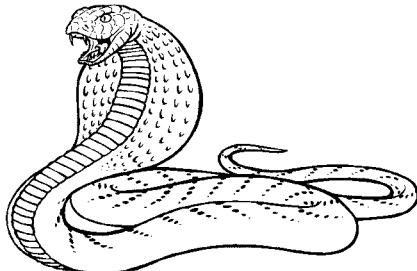
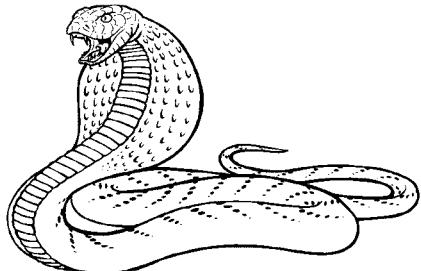
Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to look at the pictures in each row. Circle the picture that is upside down.



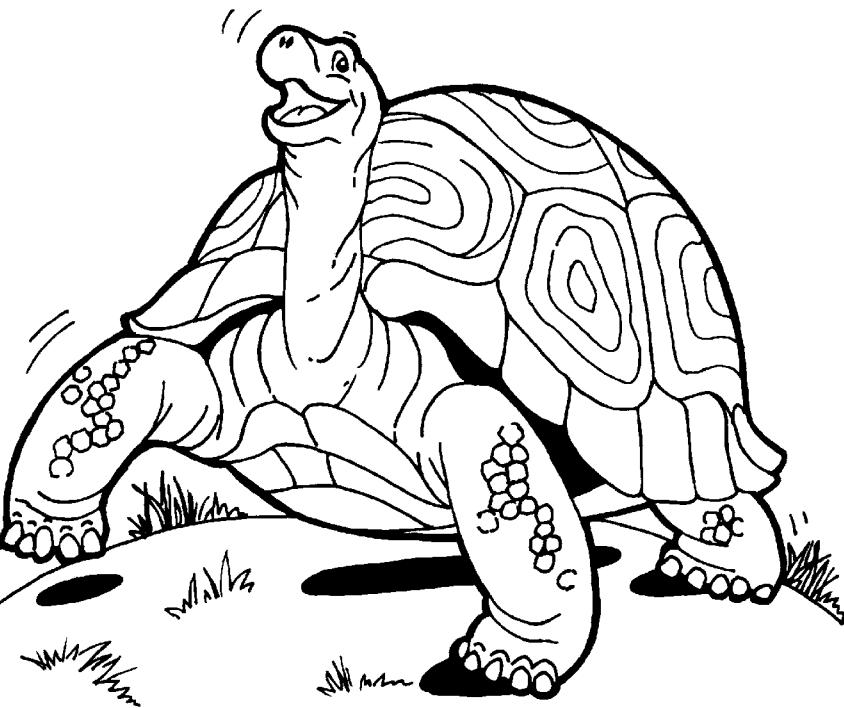
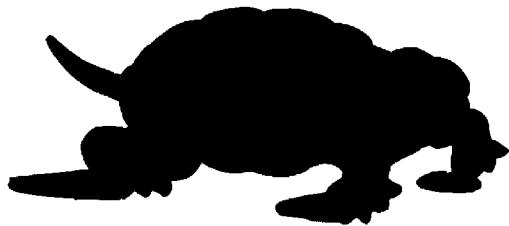
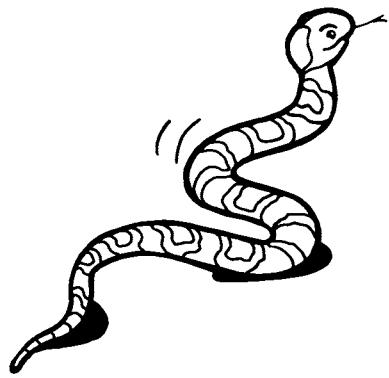
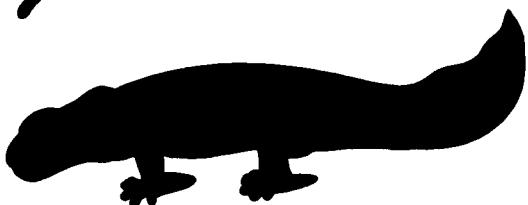
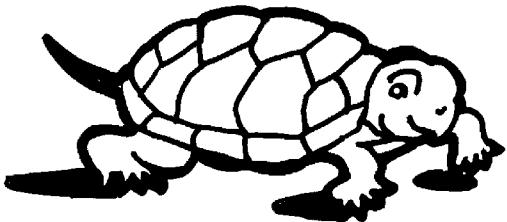
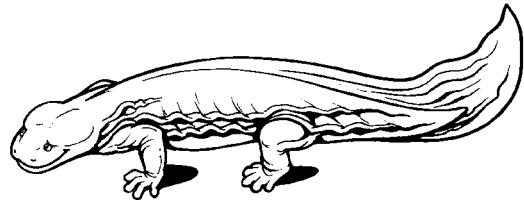
Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to look at the pictures in each row. Circle the picture that goes in a different direction.



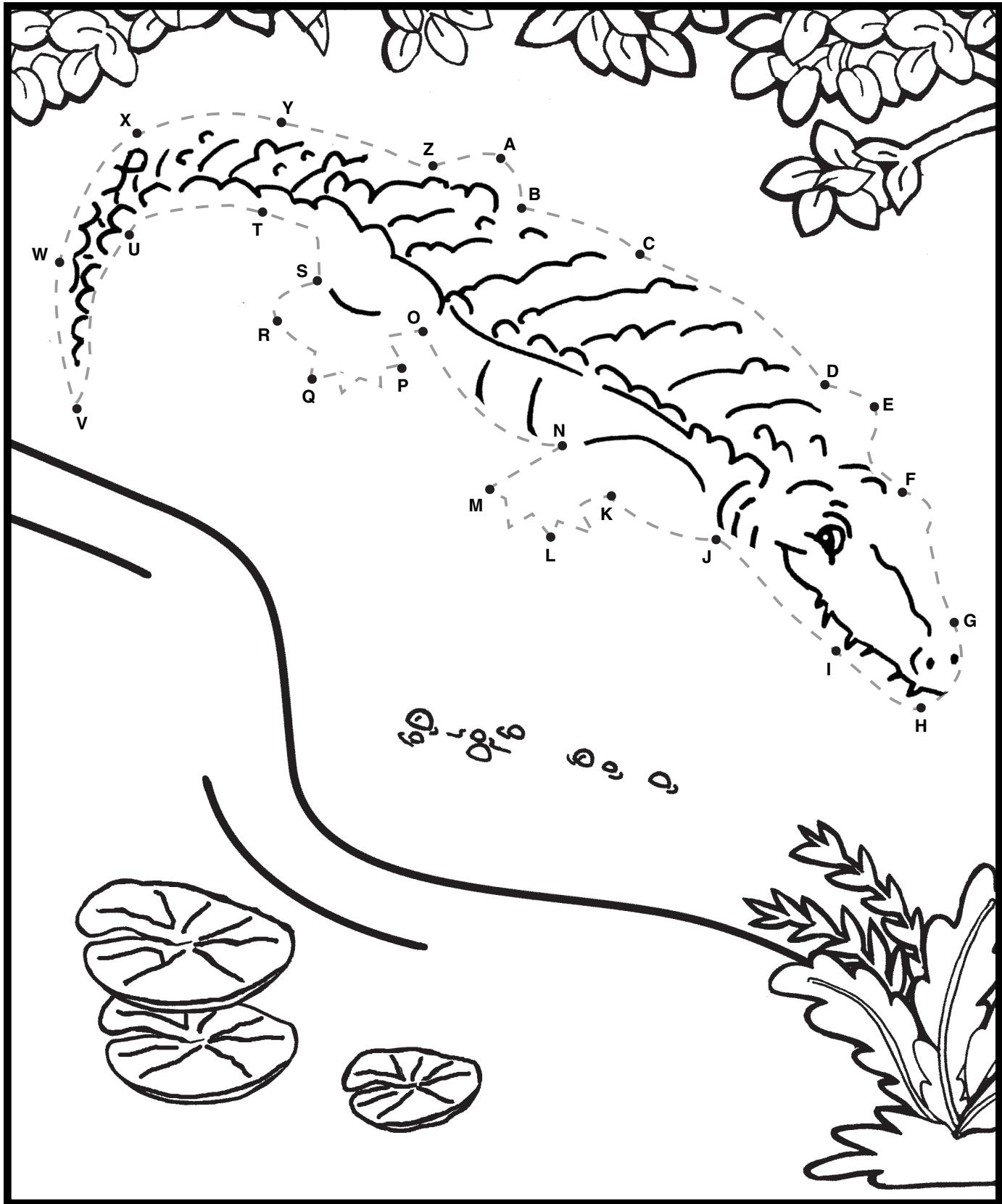
Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to draw lines to the matching shapes.



Name \_\_\_\_\_

**INSTRUCTIONS:** Ask the student to trace over the dashed lines and connect the dots. Follow the letters A through Z. Then ask the student to color the picture.



SKILL: CONNECT THE DOTS A-Z

Name \_\_\_\_\_

Chameleons change colors to  
match whatever they are sitting on.

Color the chameleon to match the  
color of the tree limb.

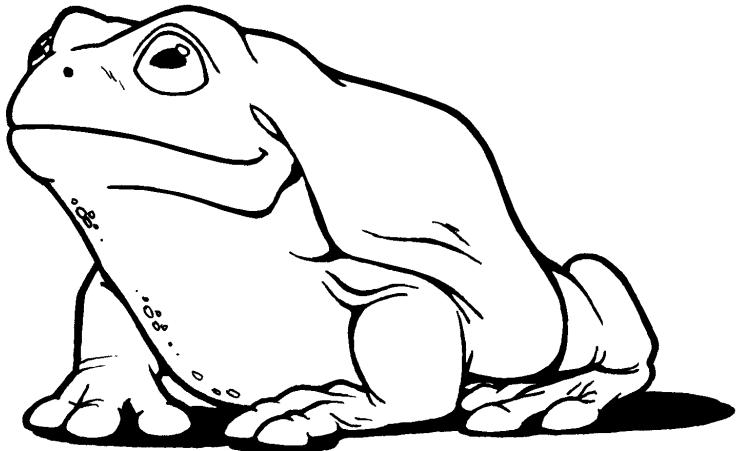


Name \_\_\_\_\_

This is a tree frog. It lives in trees.

Draw a tree for it in the box.

Then color the frog.



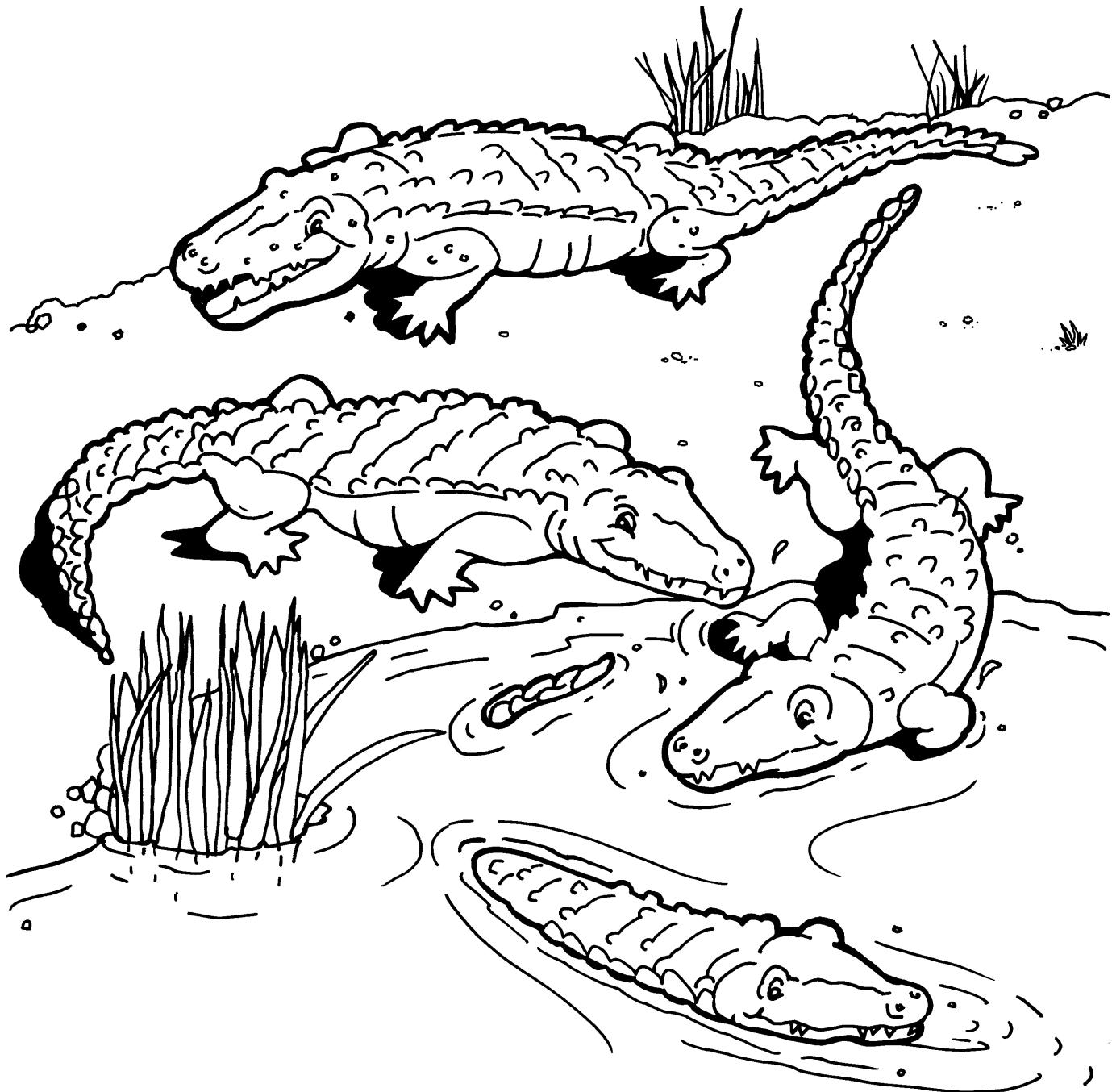
Name \_\_\_\_\_

Color this alligator picture.

Color the alligators green.

Color the water blue.

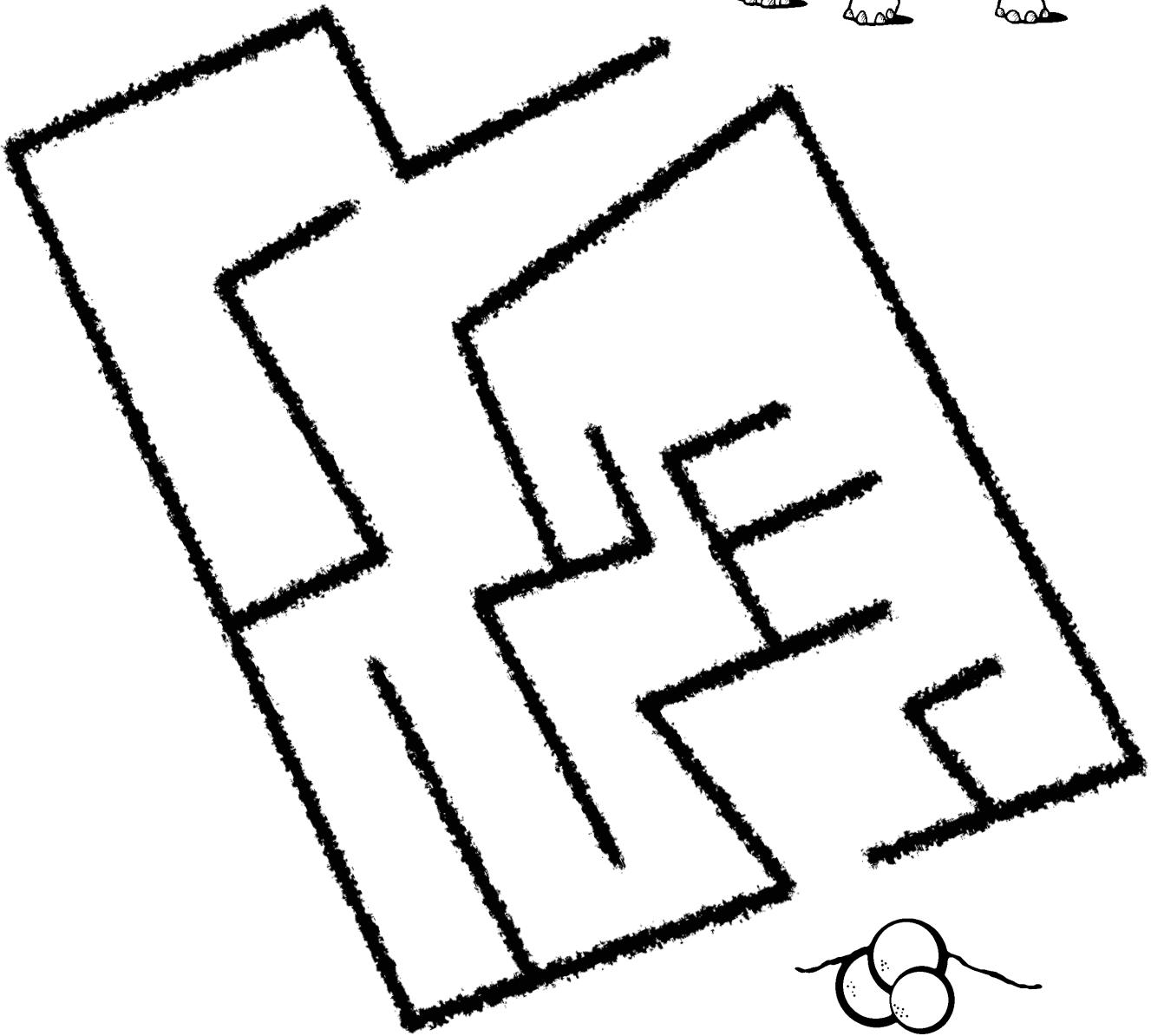
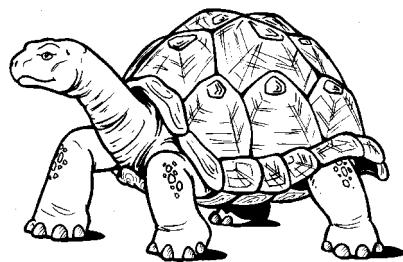
Color the land brown.



Name \_\_\_\_\_

Tortoises bury their eggs  
underground. Help this  
mother tortoise find her eggs.

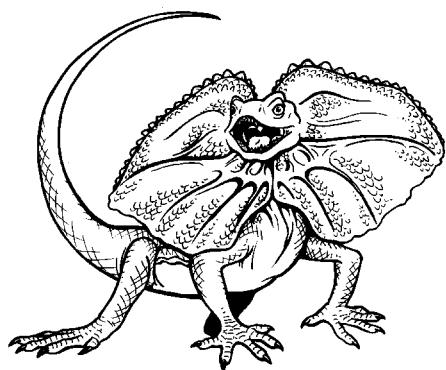
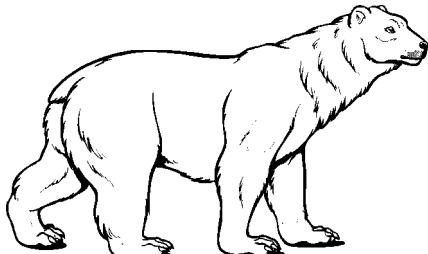
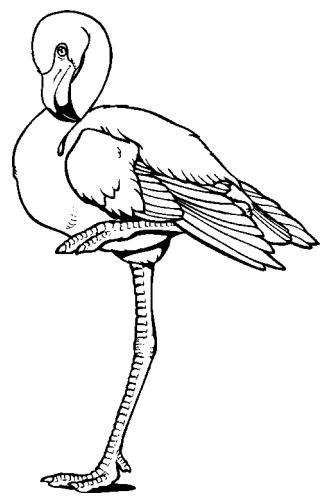
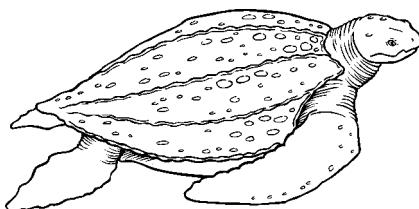
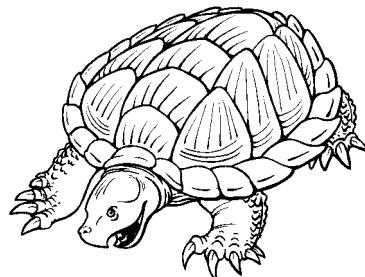
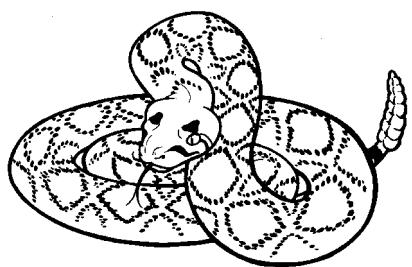
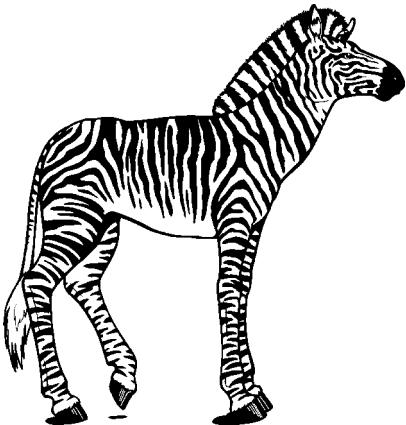
Draw a line from her  
to the eggs.



SKILL: MAZE

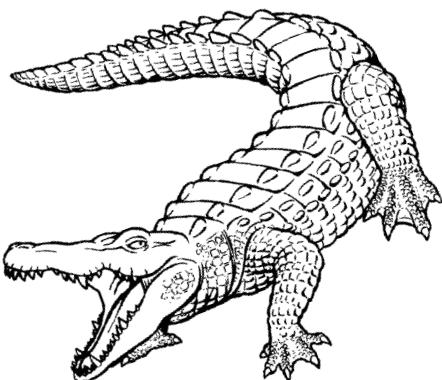
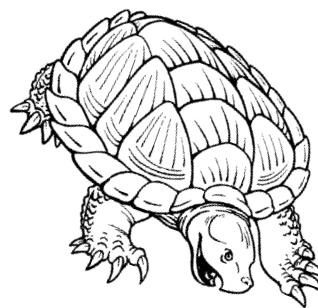
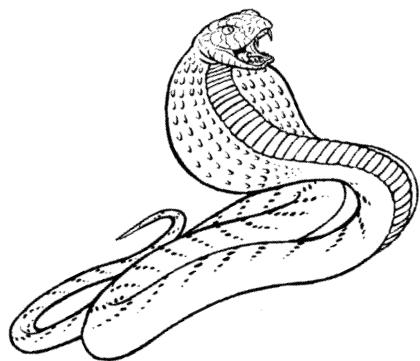
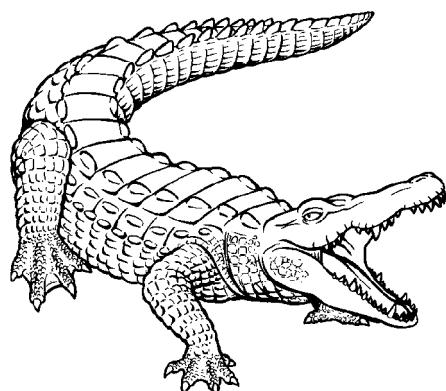
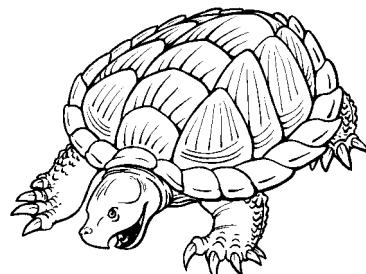
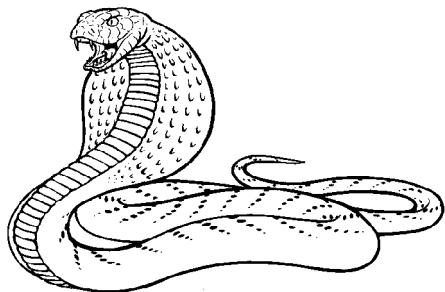
Name \_\_\_\_\_

Can you find the reptiles?  
Circle them. Draw an X on the  
animals that are not reptiles.



Name \_\_\_\_\_

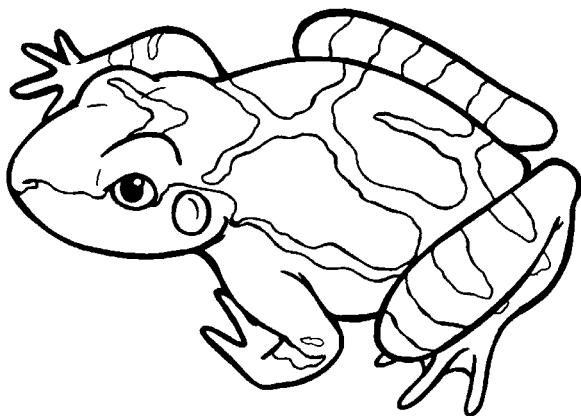
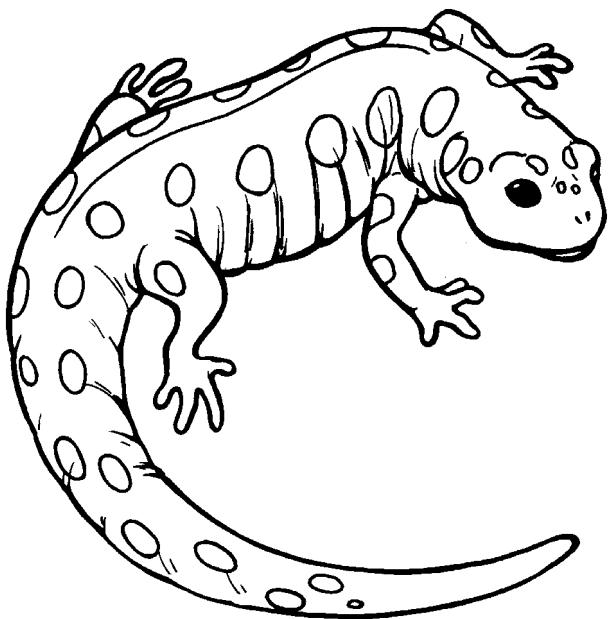
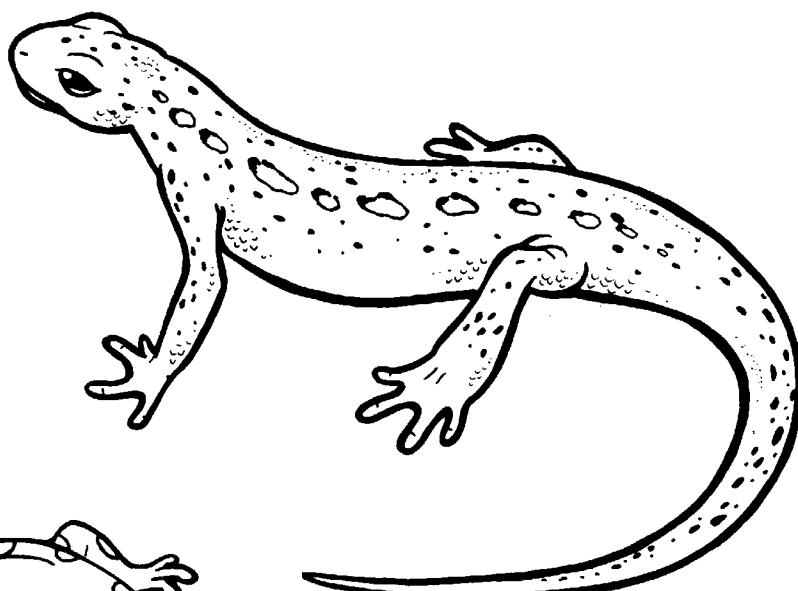
Reptiles come in many unusual shapes and sizes. Draw a line between the matching reptiles.



Name \_\_\_\_\_

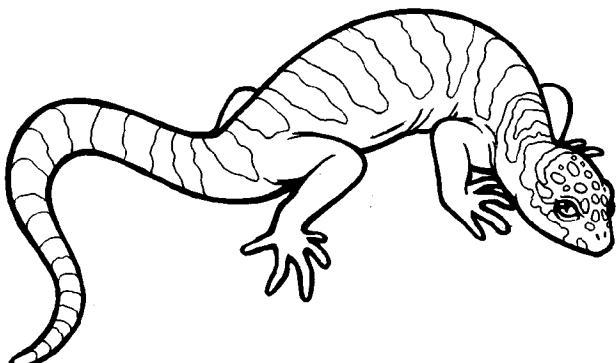
Some amphibians have funny names.

Color the newt red. Color the spring peeper green. Color the spotted salamander yellow with black spots.

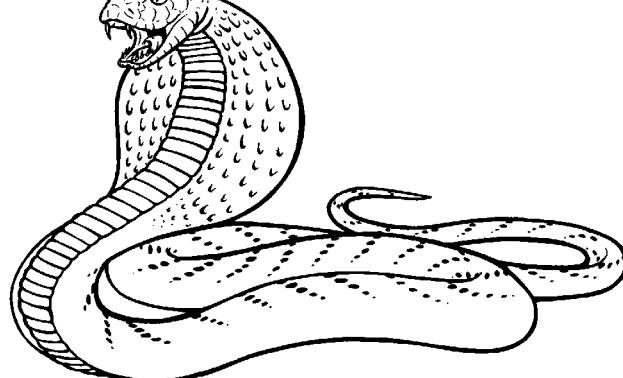


Name \_\_\_\_\_

# Write the names of these reptiles.

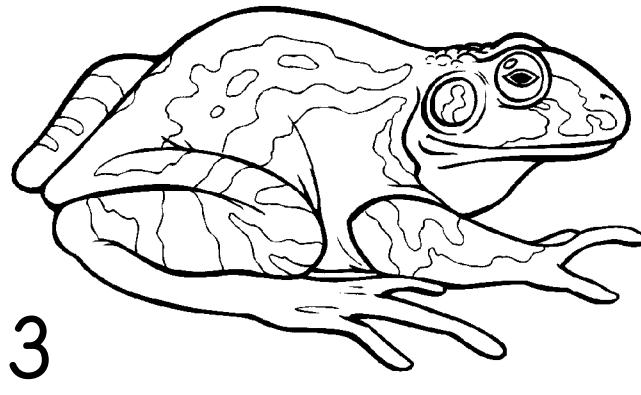


1

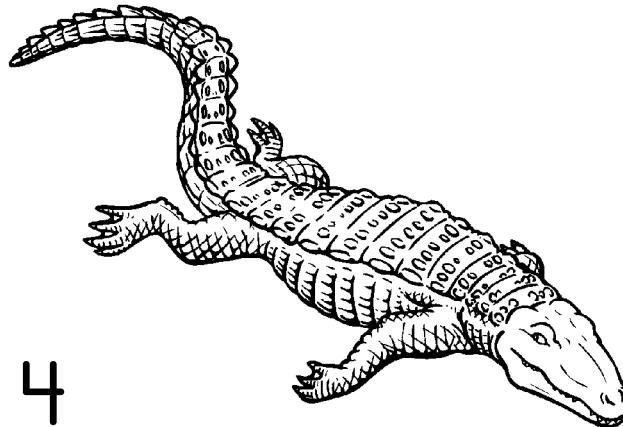


2

gecko



3



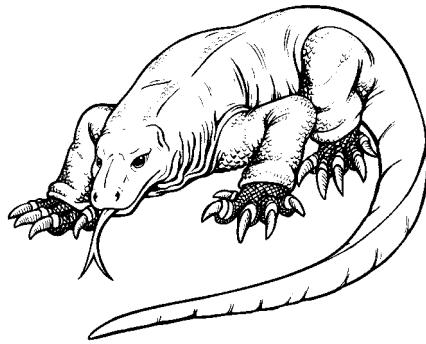
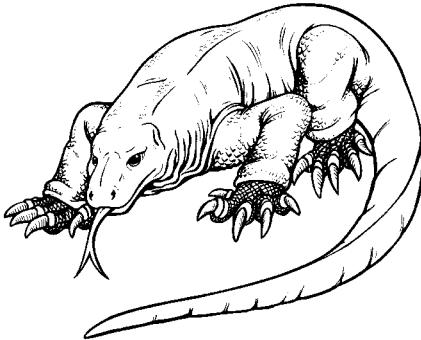
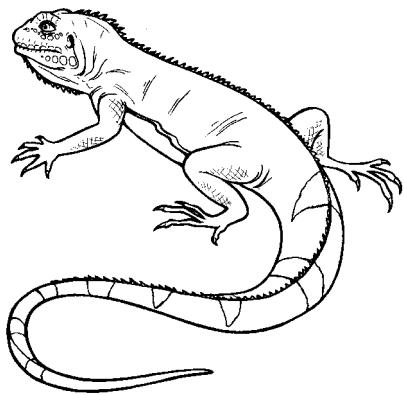
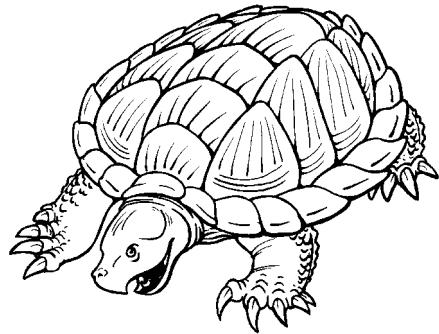
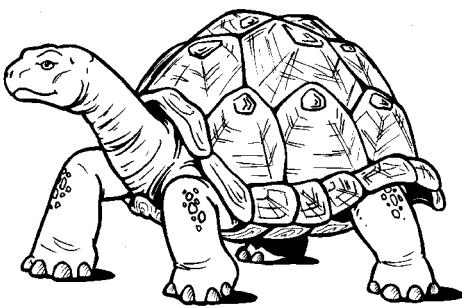
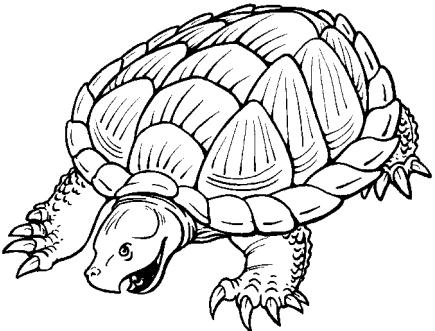
4

1. gecko    2. cobra    3. bullfrog    4. alligator

Name \_\_\_\_\_

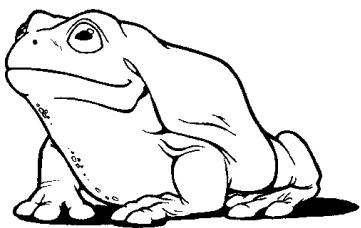
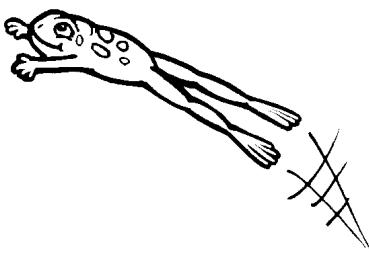
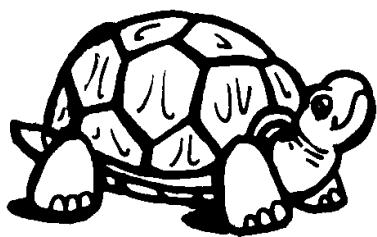
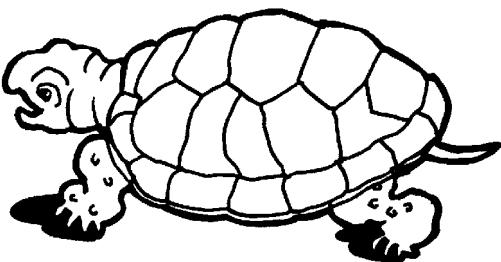
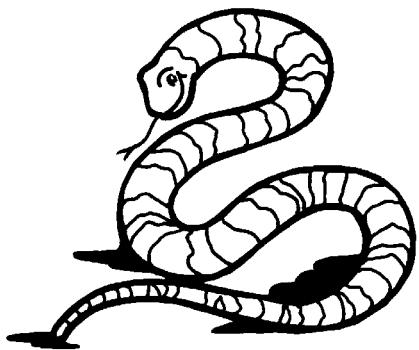
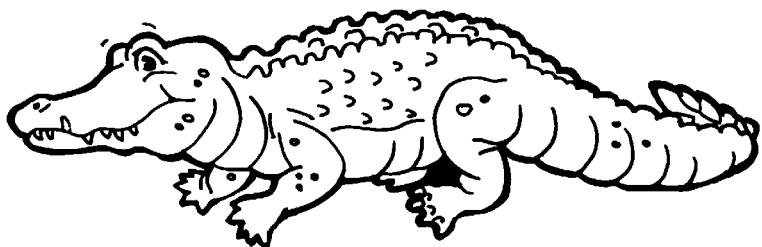
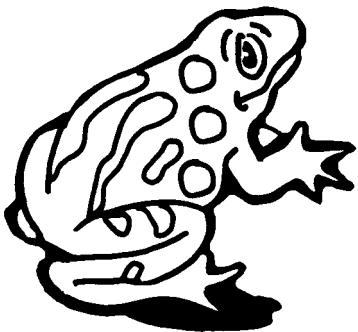
Can you tell the difference?

Draw an X through the image in each row  
that does not match. Color the others.



Name \_\_\_\_\_

Color the reptiles green.  
Color the amphibians red.



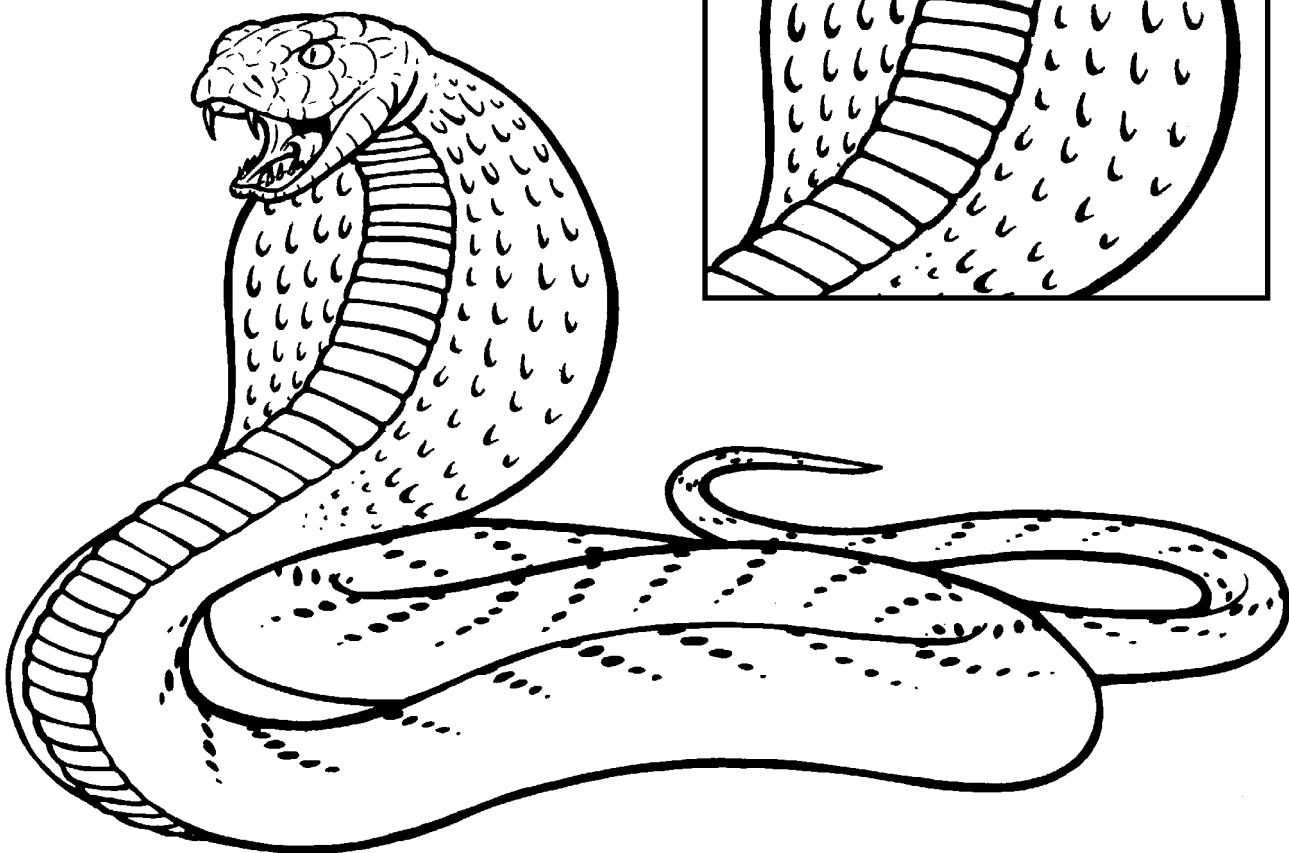
Name \_\_\_\_\_

The cobra spreads out a “hood” around its neck to look bigger to its enemy.

The cobra is a very dangerous snake.

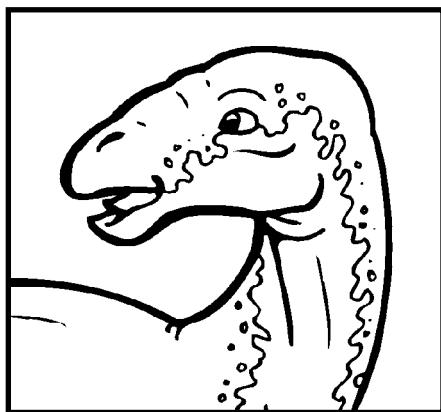
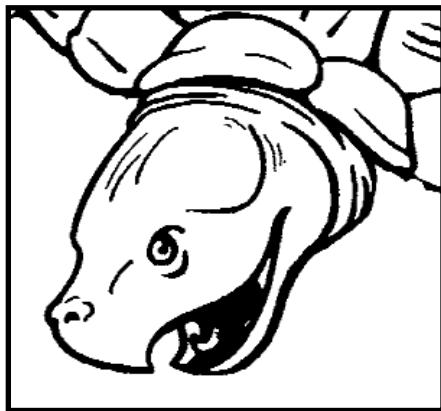
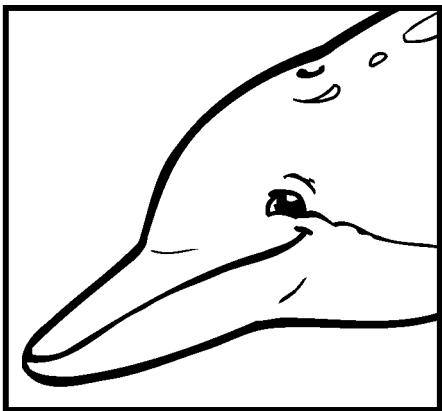
Color the cobra yellow.

Color the cobra's hood red.



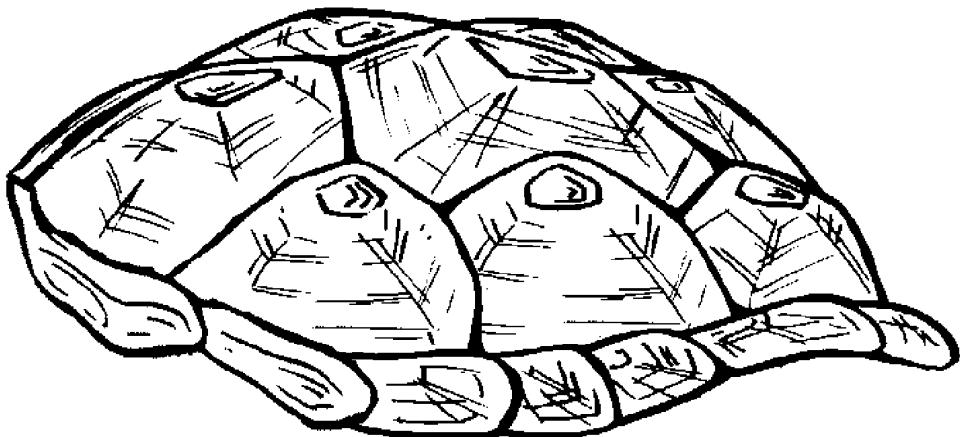
Name \_\_\_\_\_

Snapping turtles have sharp mouths. Circle the mouth that belongs to the snapping turtle. Use your Fact Files.



Name \_\_\_\_\_

A turtle can pull its head,  
legs, and tail inside its shell.  
Draw a head, legs and tail  
for this turtle.



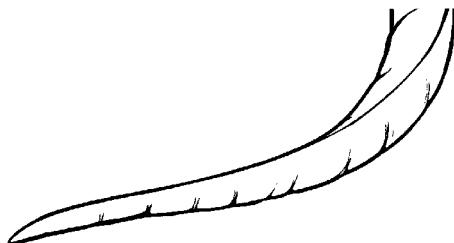
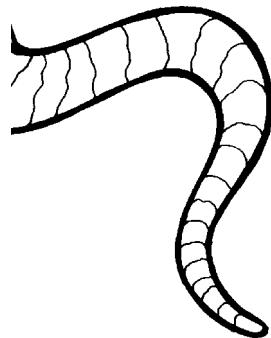
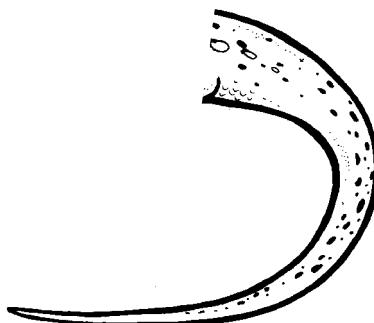
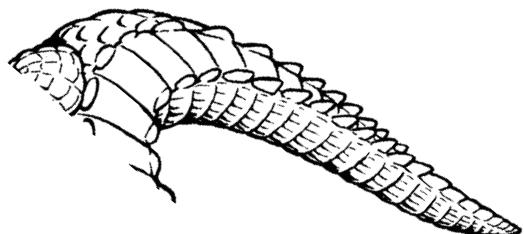
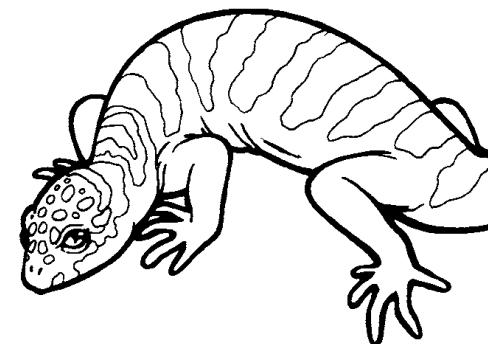
SKILL: DRAWING

Name \_\_\_\_\_

This gecko's tail has broken off.

Draw a line from the gecko to its tail.

Use your Fact Files.



Name \_\_\_\_\_

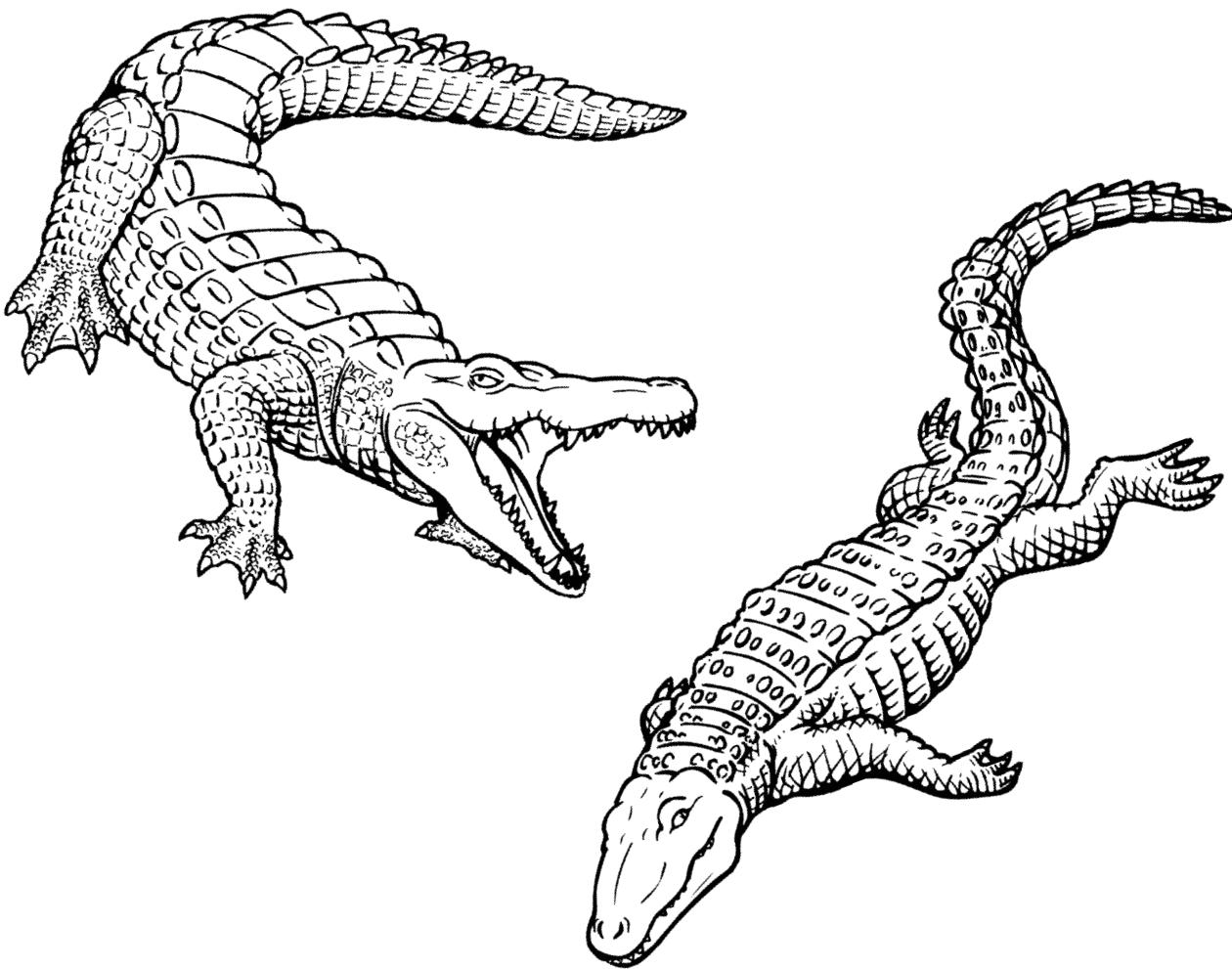
Crocodiles and alligators are a lot alike. You can tell them apart by their noses, or snouts.

Color the crocodile green.

Color the alligator brown.

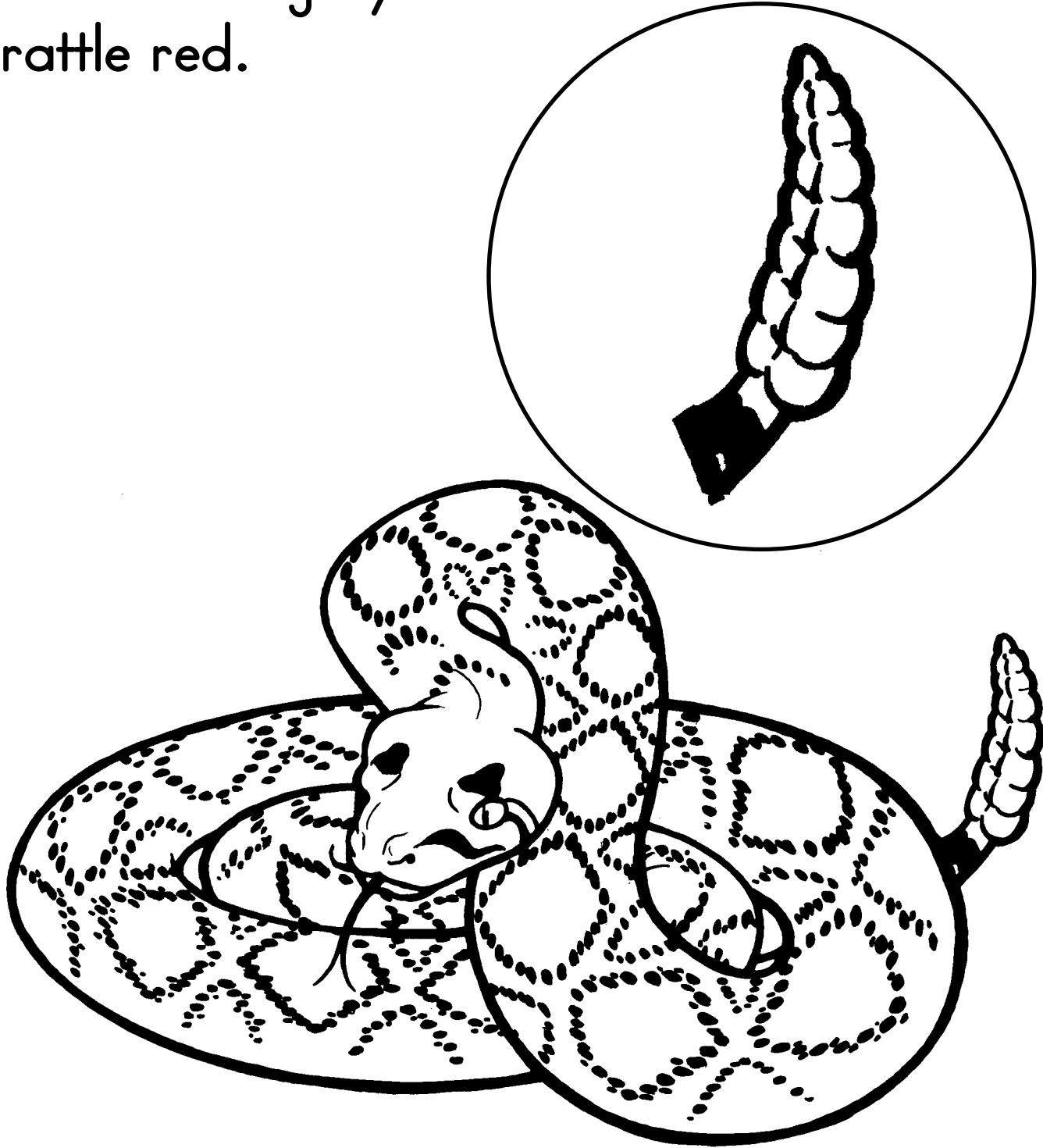
Use your Fact Files.

Circle the longer snout.



Name \_\_\_\_\_

Rattlesnakes rattle their tails as a warning. Color the rattlesnake brown and gray. Color the rattle red.



SKILL: RATTLESNAKE IDENTIFICATION

KINDERGARTEN • REPTILES/AMPHIBIANS • SCIENCE • 016

Name \_\_\_\_\_

Gila monsters are orange and black.

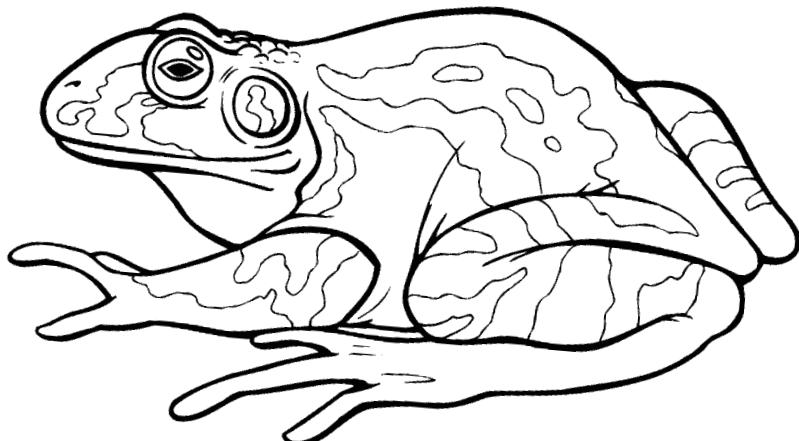
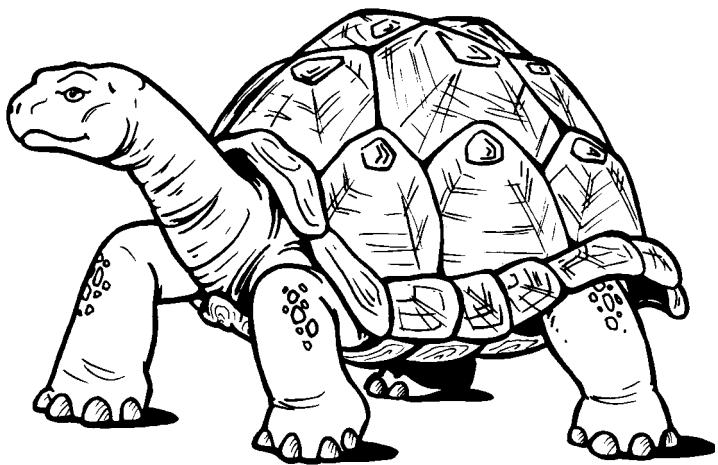
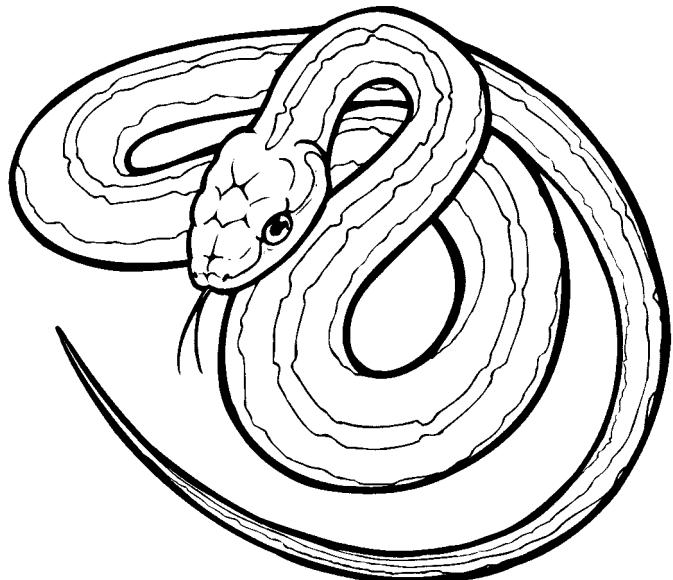
Color the Gila monster orange.



SKILL: GILA MONSTER COLORING

Name \_\_\_\_\_

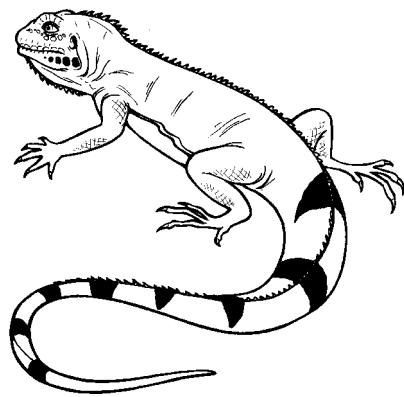
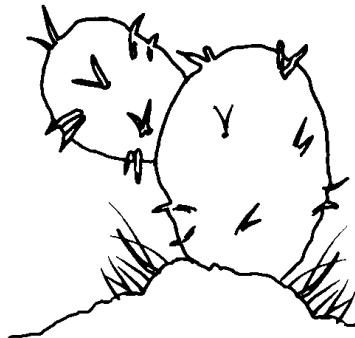
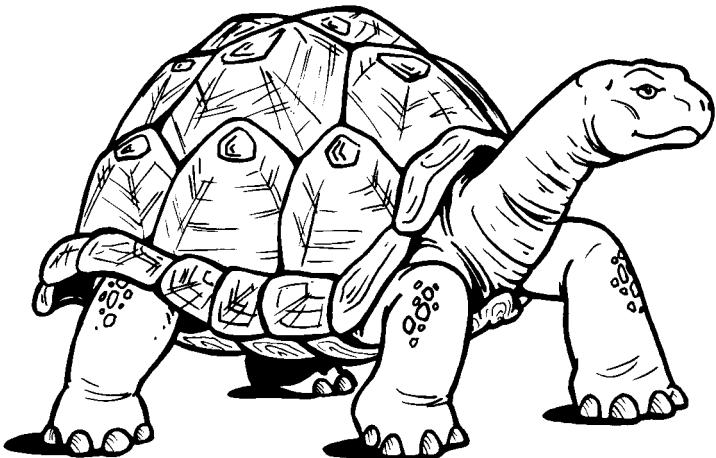
Color the animal that is a good jumper.  
Use your Fact Files for help.



SKILL: IDENTIFICATION

Name \_\_\_\_\_

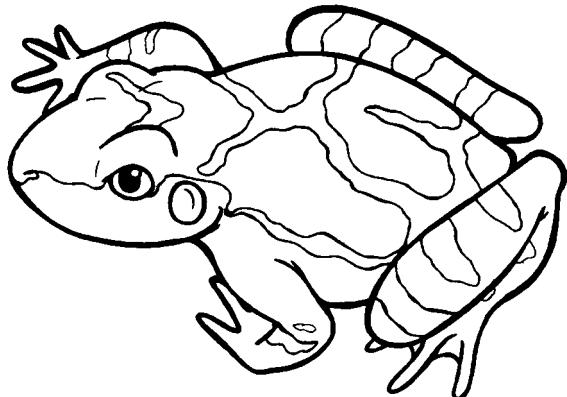
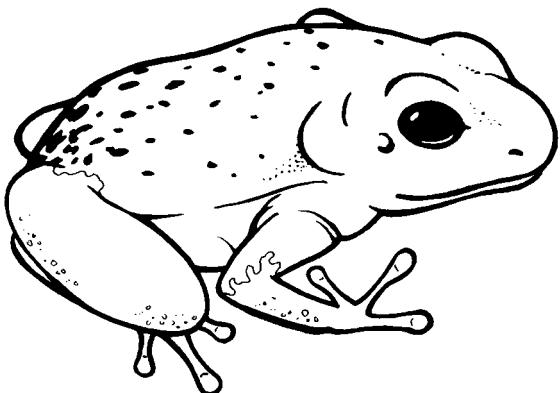
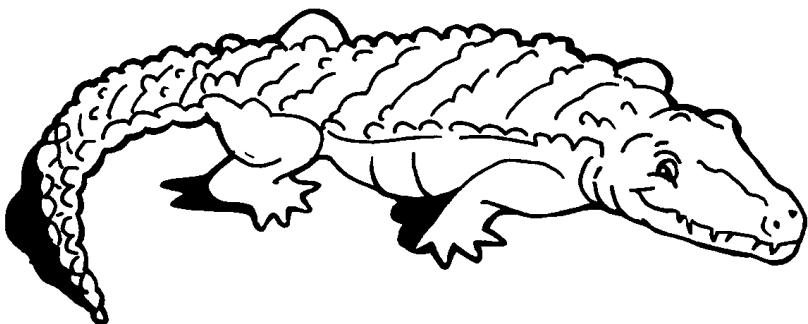
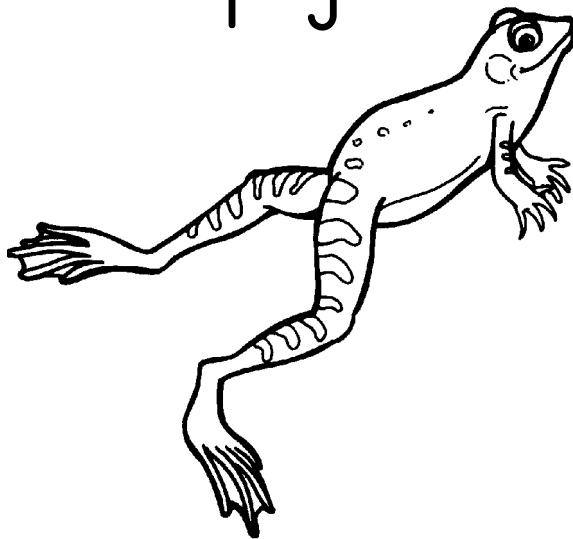
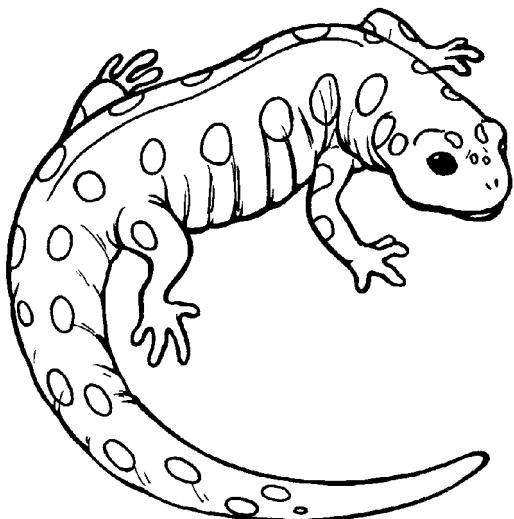
The Galapagos giant tortoise eats plants and cactus. Draw a line from the tortoise to her food.



SKILL: GALAPAGOS GIANT TORTOISE FACTS

Name \_\_\_\_\_

Color the animals on this page  
that are frogs.



Name \_\_\_\_\_

Fill in the missing letters. Then  
write the word again, by yourself.

sea

sea

sea

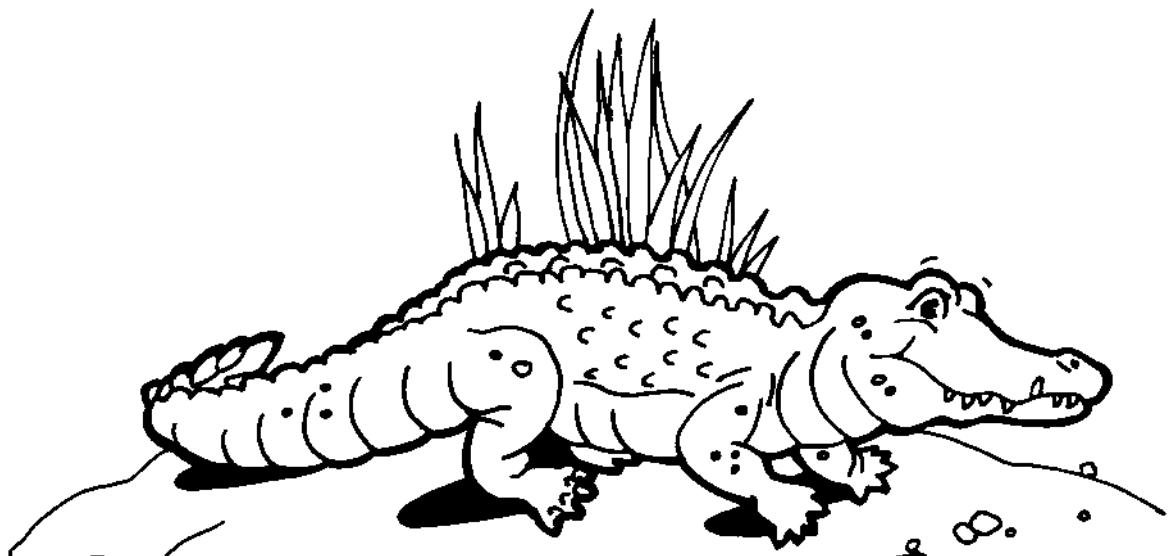
moss

moss

fish

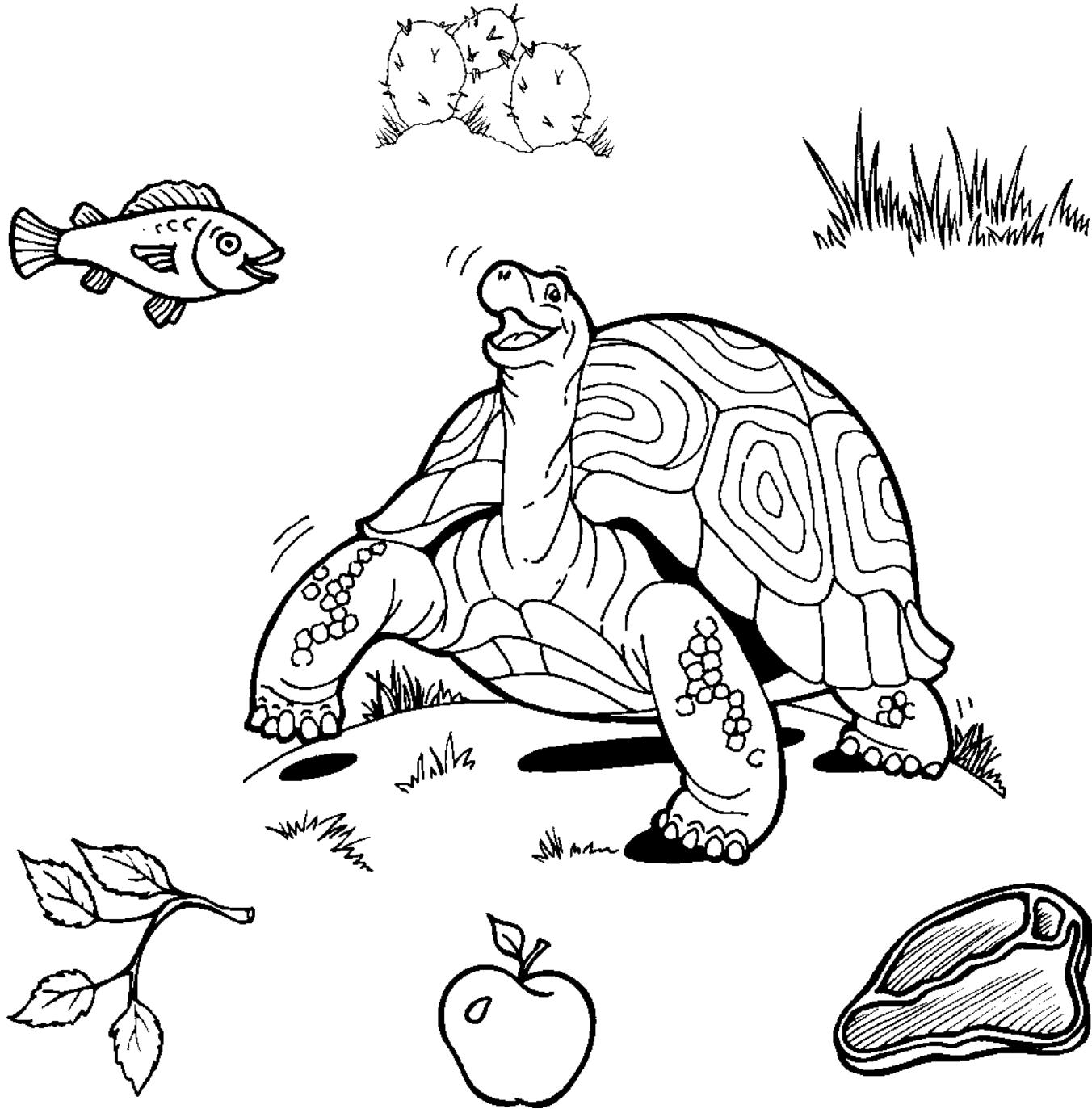
fish

mud



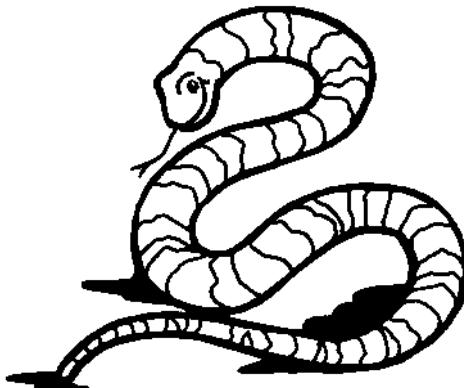
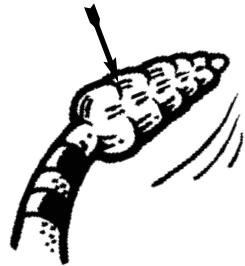
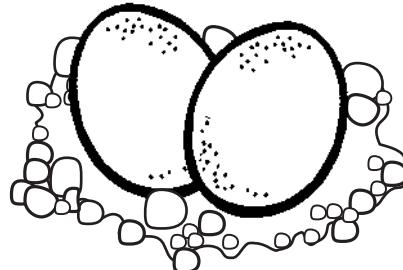
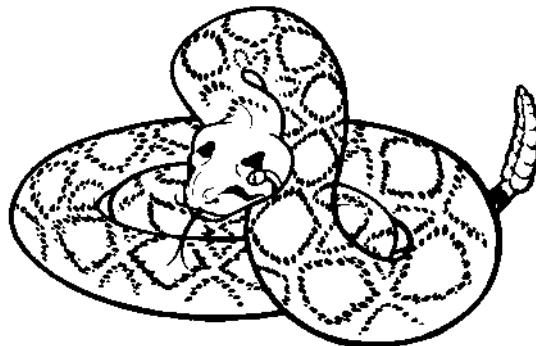
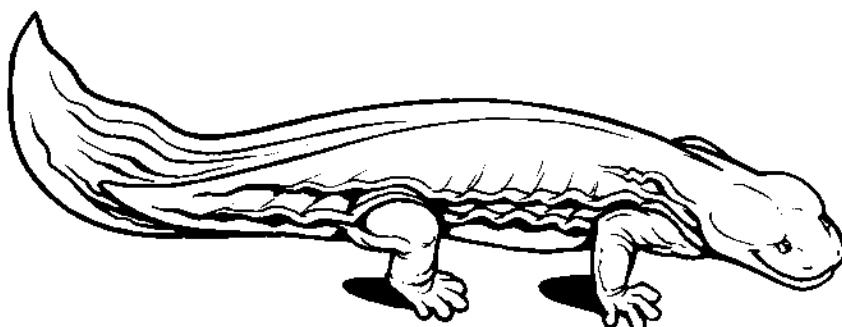
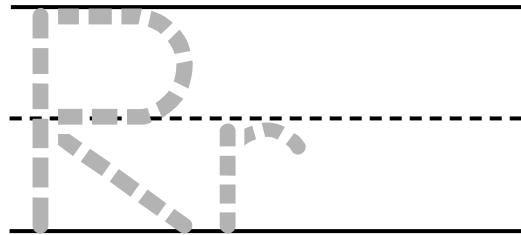
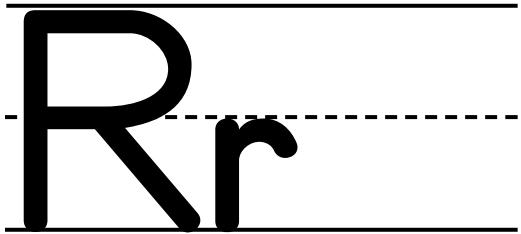
Name \_\_\_\_\_

The Galapagos Tortoise is getting hungry. Circle the items that tortoises like to eat. Color the picture.



Name \_\_\_\_\_

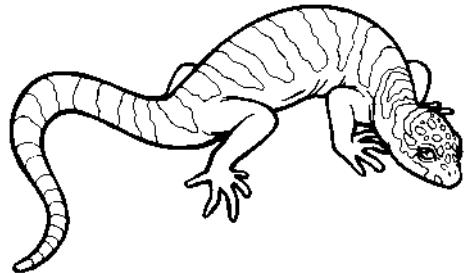
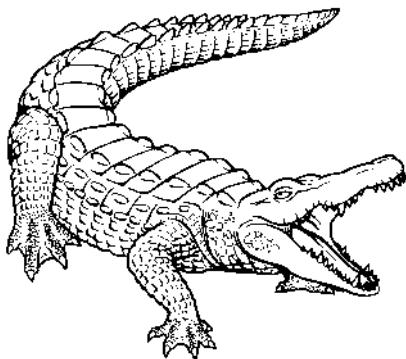
Trace the letter Rr. Say the names  
of the pictures, then color the ones  
that begin with Rr.



Name \_\_\_\_\_

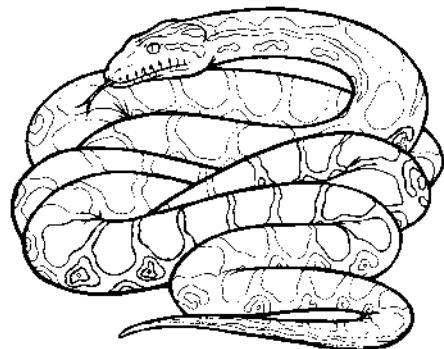
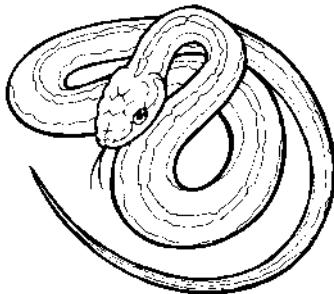
Some reptiles are big.

Some reptiles are small. Write the  
correct words under the pictures.



big

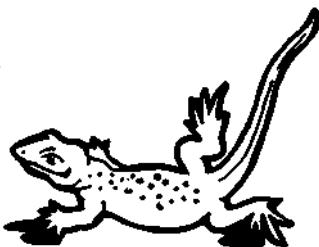
smooth



Name \_\_\_\_\_

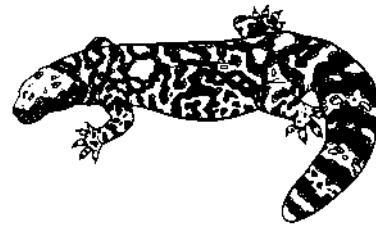
Which reptile is the first in this row?

Circle it.



Which reptile is in the middle of this row?

Circle it.



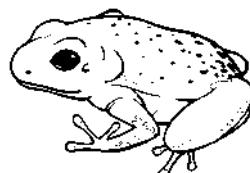
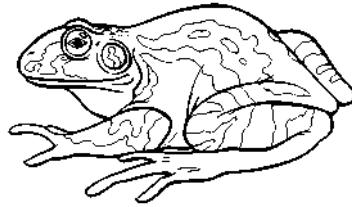
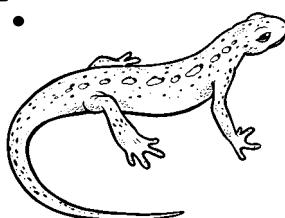
Which amphibian is the first in this row?

Circle it.



Which amphibian is the last in this row?

Circle it.

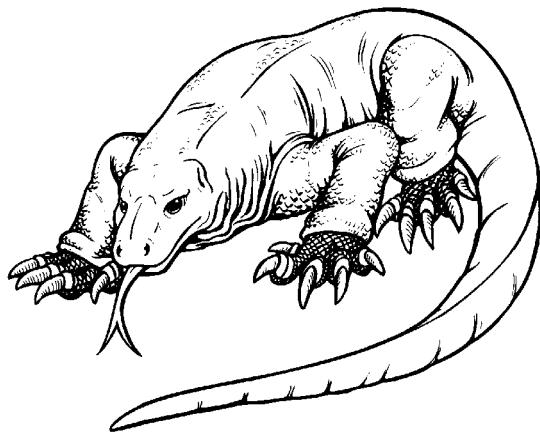


Name \_\_\_\_\_

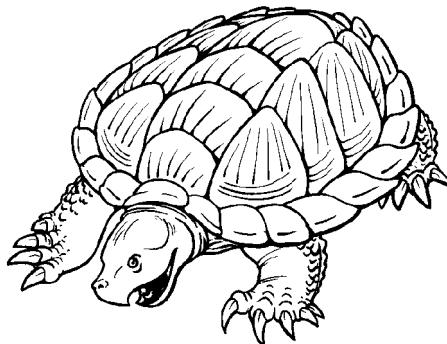
Draw a line from each reptile

to its beginning letter sound.

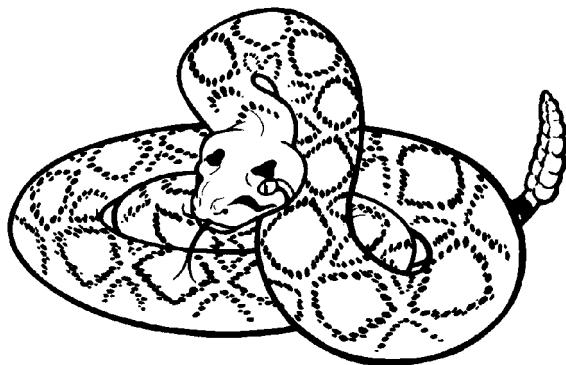
Ss



Rr



Kk



Name \_\_\_\_\_

Connect the letter on the left with  
the same letter on the right, using  
a different color for each.

P

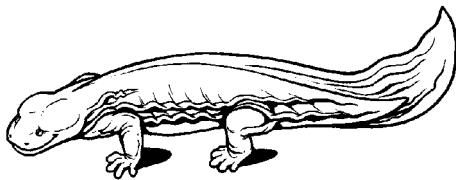
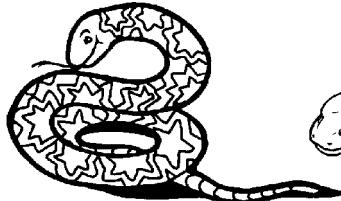
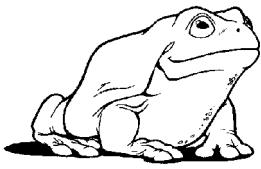
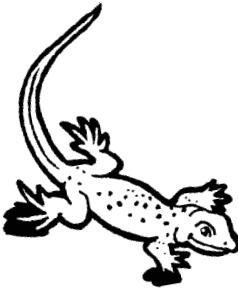
S

R

J

A

N



r

a

n

j

s

p

Name \_\_\_\_\_

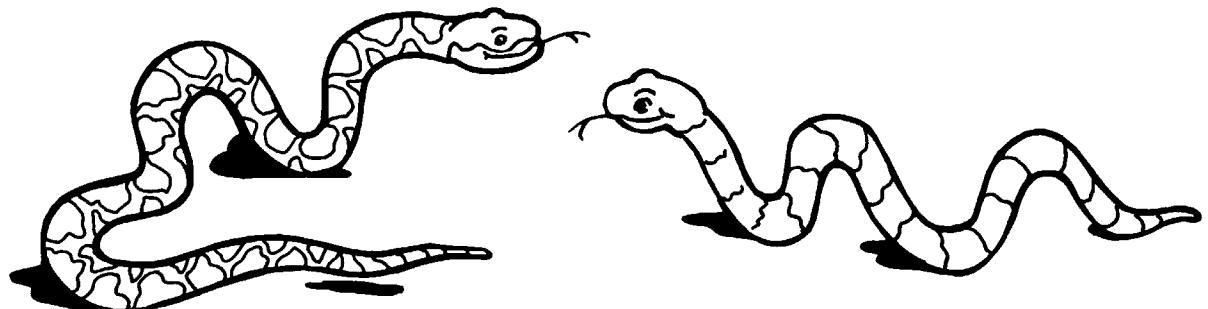
Trace the missing letters.  
Then write the word by yourself.

newt newt

f frog

snake

turtle

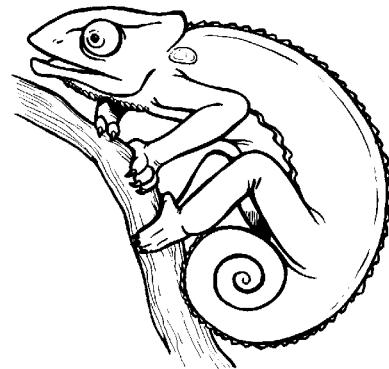
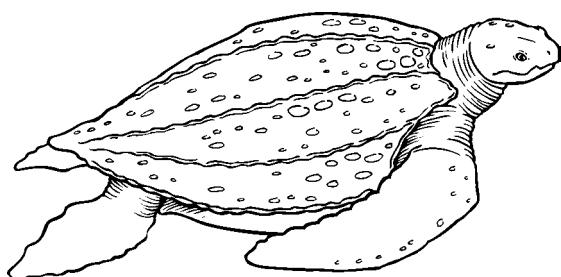
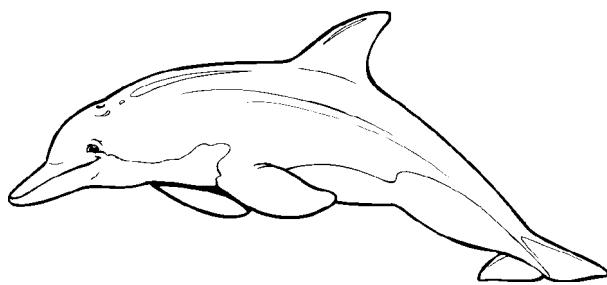
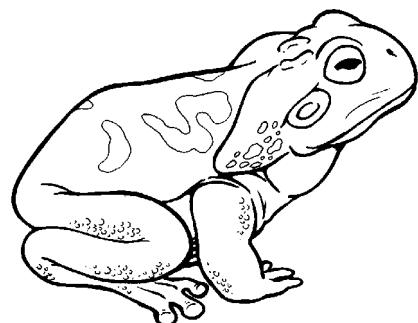
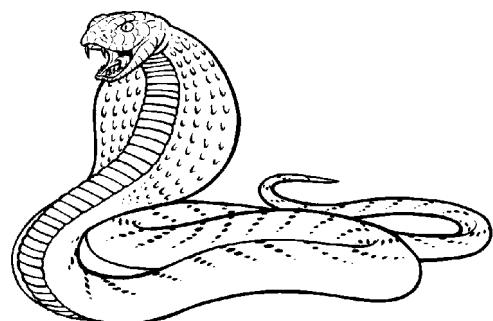
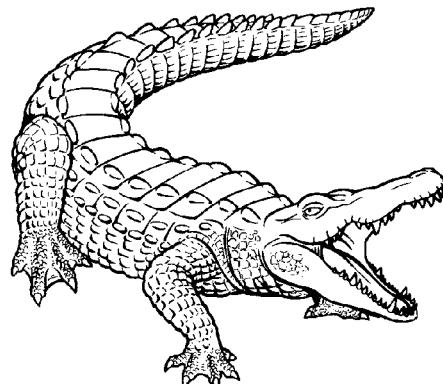


Name \_\_\_\_\_

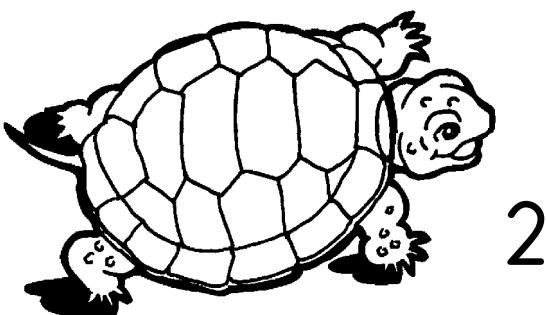
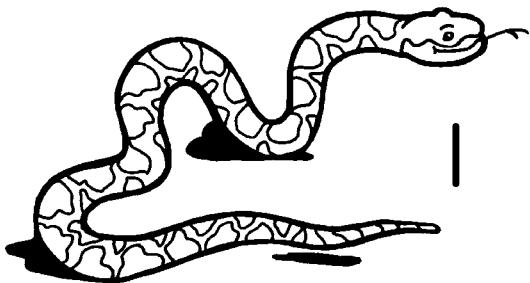
Trace the letter Cc. Say the names  
of the pictures, then color the ones  
that begin with Cc.

C  
Cc

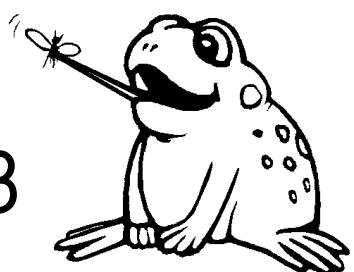
C  
Cc



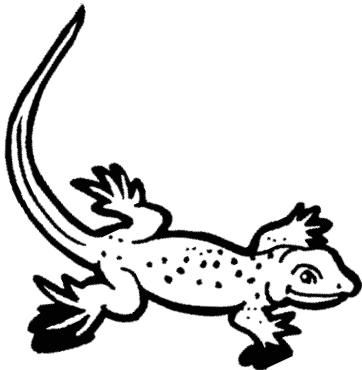
Name \_\_\_\_\_



3



4



Which picture has the same beginning sound as leg? \_\_\_\_\_

Which picture has the same beginning sound as fish? \_\_\_\_\_

Which picture has the same beginning sound as sing? \_\_\_\_\_

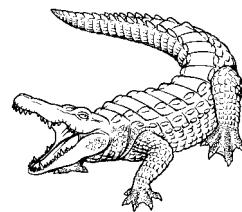
Which picture has the same beginning sound as tail? \_\_\_\_\_

Name \_\_\_\_\_

Connect the letter on the left with the word on the right that begins with the same letter. Use a different color for each.

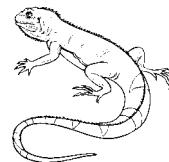
G

crocodile



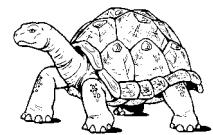
F

iguana



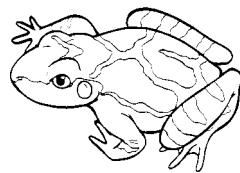
C

tortoise



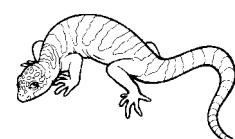
T

frog



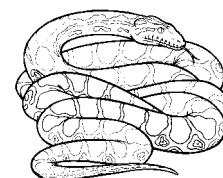
I

gecko



A

anaconda



Name \_\_\_\_\_

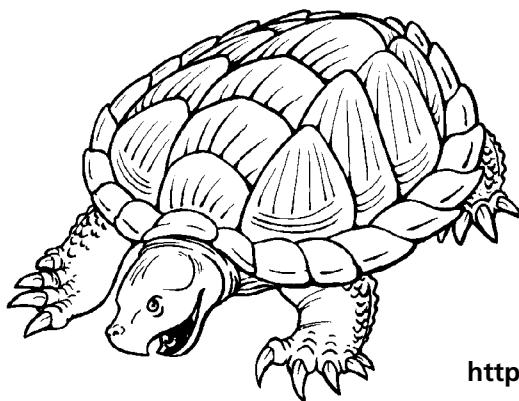
Fill in the missing letters. Then  
write the word by yourself.

f **rog** f **rog**

l **izard**

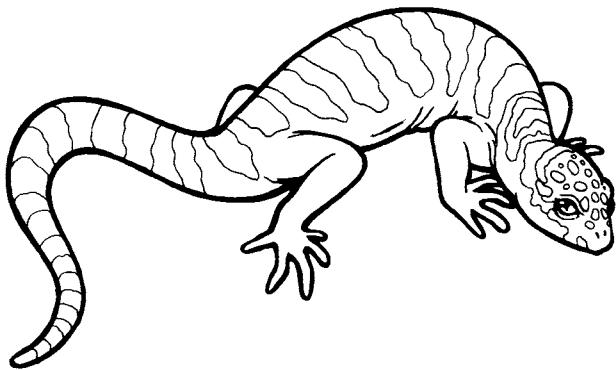
**s**nake

**t**urtle

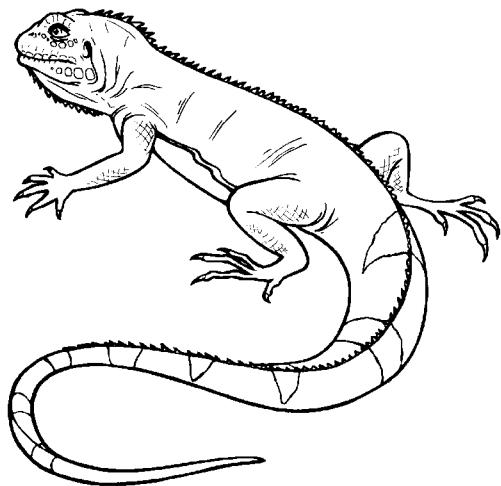


Name \_\_\_\_\_

Write the following lizard names.



gecko



iguana



gila monster

Name \_\_\_\_\_

Newts have four legs and a tail.

They eat insects.

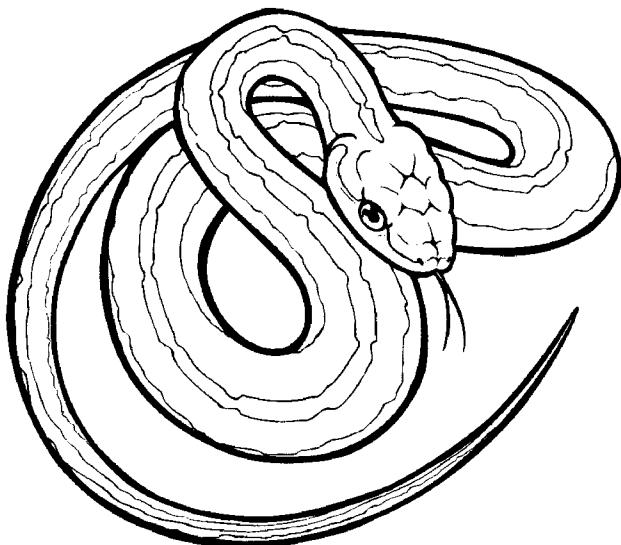
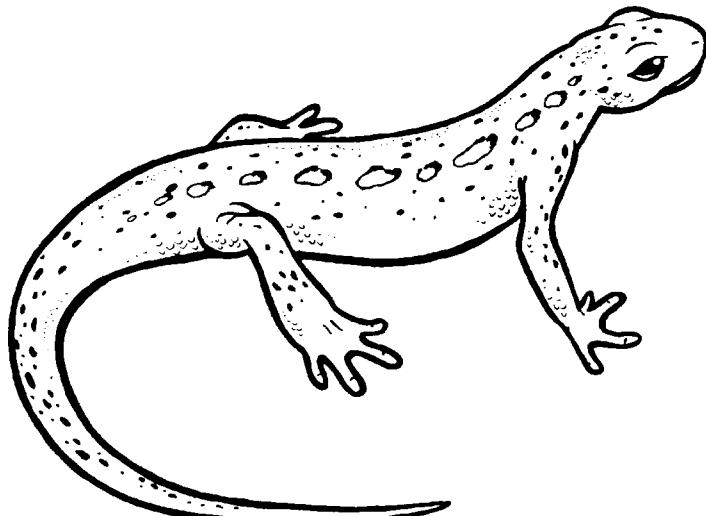
Color the newt green.

The garter snake is the

one of the most common snakes.

It can live to be 10 years old.

Color the garter snake yellow.



Name \_\_\_\_\_

Connect the letter on the left  
with the same letter on the right.  
Use a different color for each.

C

T

A

G

D

F

g  
f

c

a

t

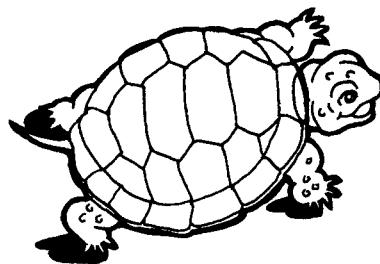
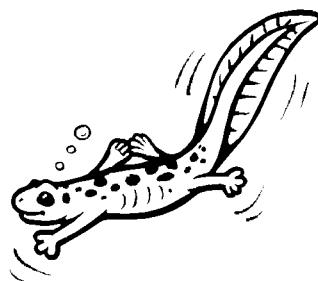
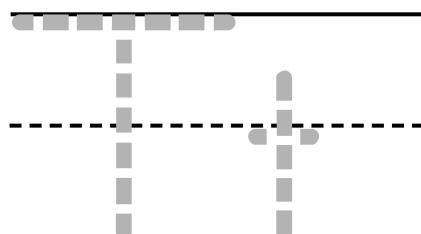
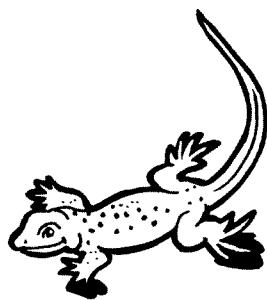
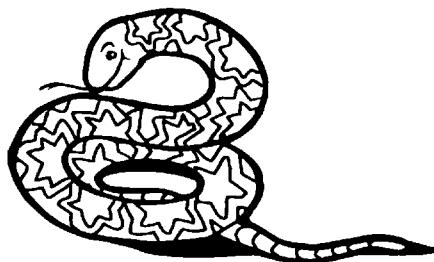
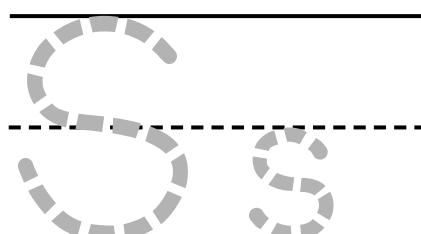
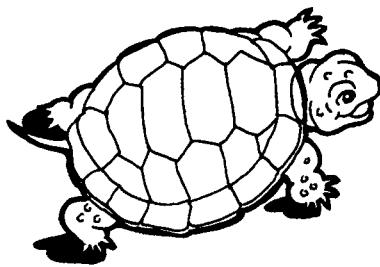
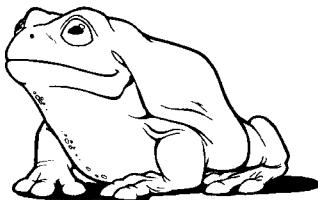
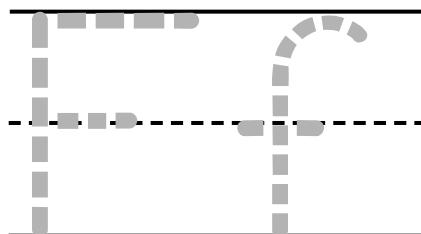
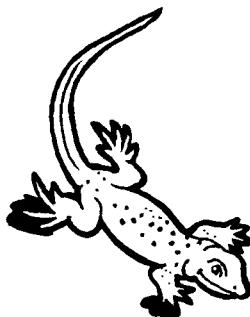
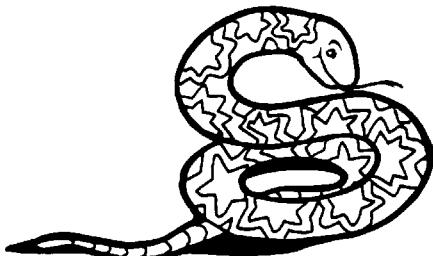
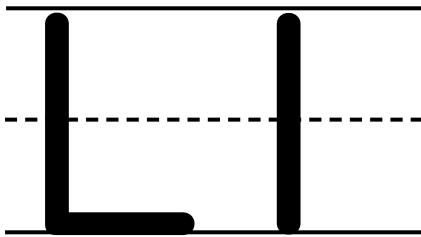
d



Name \_\_\_\_\_

Trace the letters in each row.

Then circle the picture that has  
the same beginning sound.



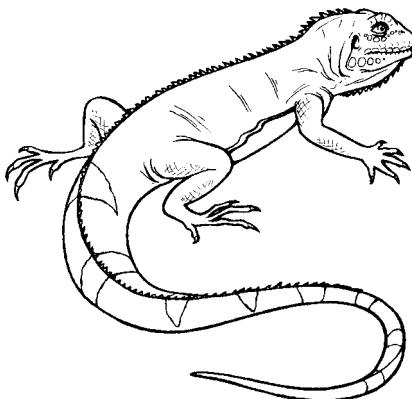
Name \_\_\_\_\_

Finish the words by writing the

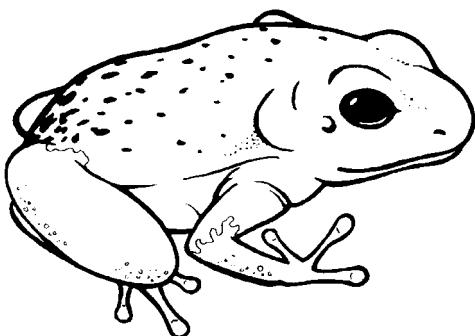
letter that ends each word.

Choose from the letters below.

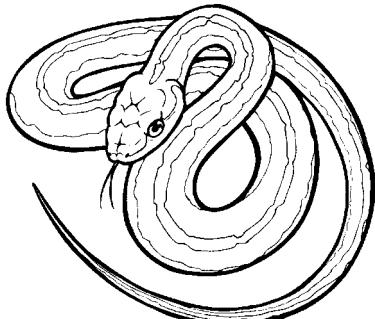
g	e	d
---	---	---



I i z a r



f r o



s n a k

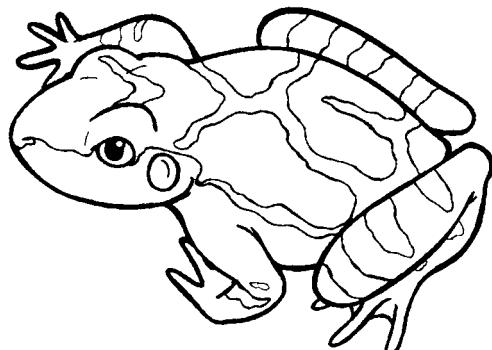
Name \_\_\_\_\_

Finish the words by writing the

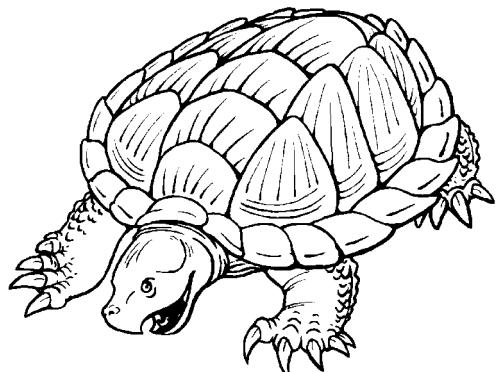
letter that starts each word.

Choose from the letters below.

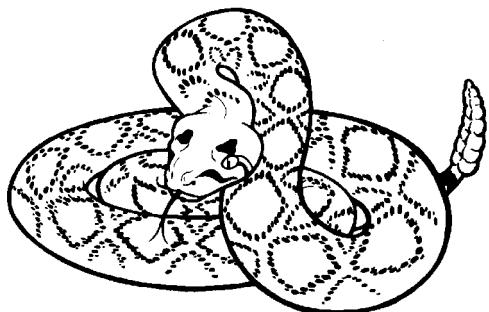
s	f	t
---	---	---



rog



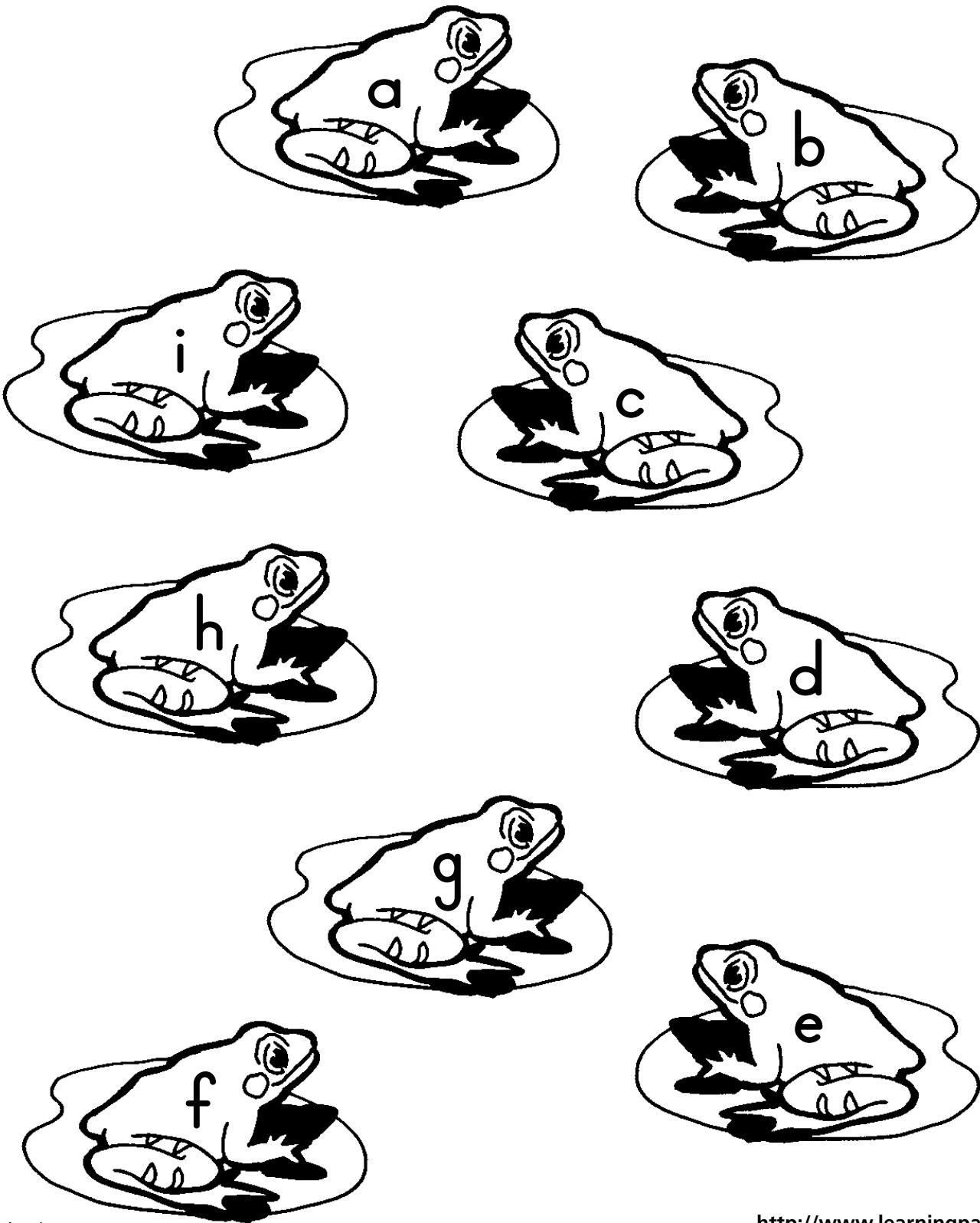
ur+le



nake

Name \_\_\_\_\_

Color the frogs different colors. Draw  
a line to connect the letters from a to i.

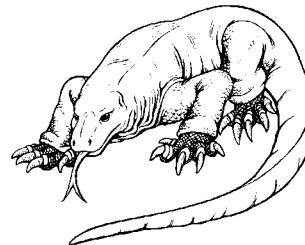
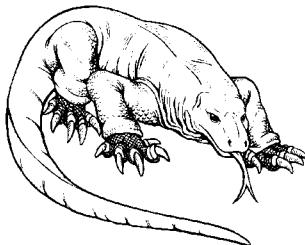
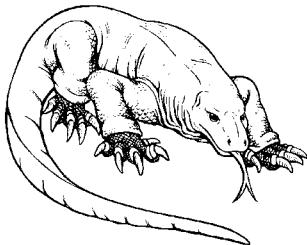


SKILL: ALPHABET SEQUENCE

Name \_\_\_\_\_

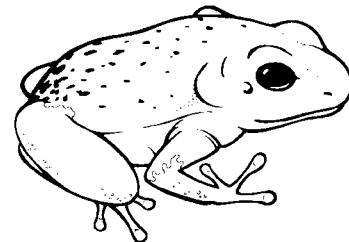
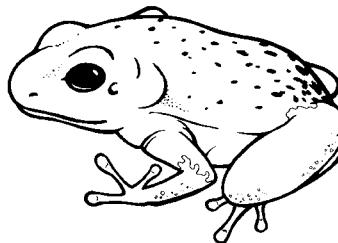
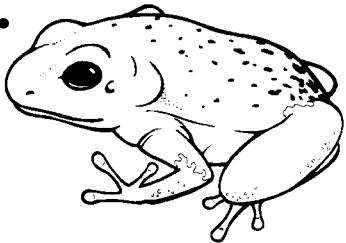
Which lizard is the last in this row?

Circle it.



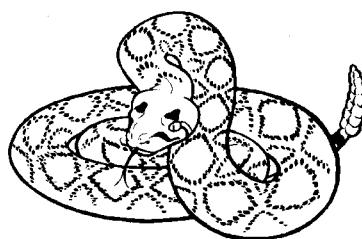
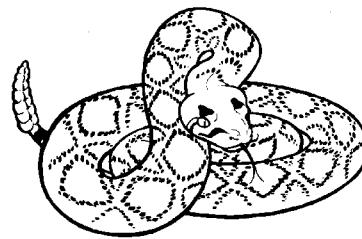
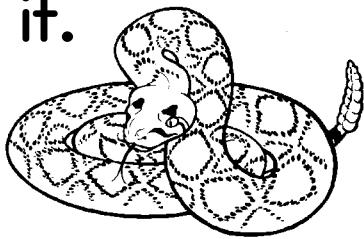
Which frog is the first in this row?

Circle it.



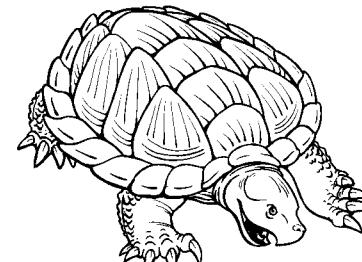
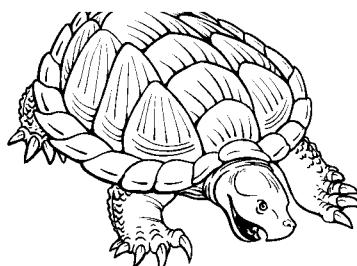
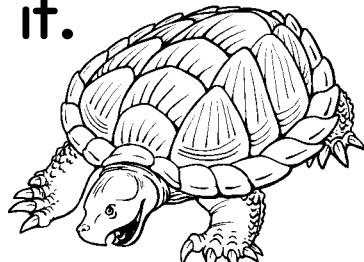
Which snake is the last in this row?

Circle it.



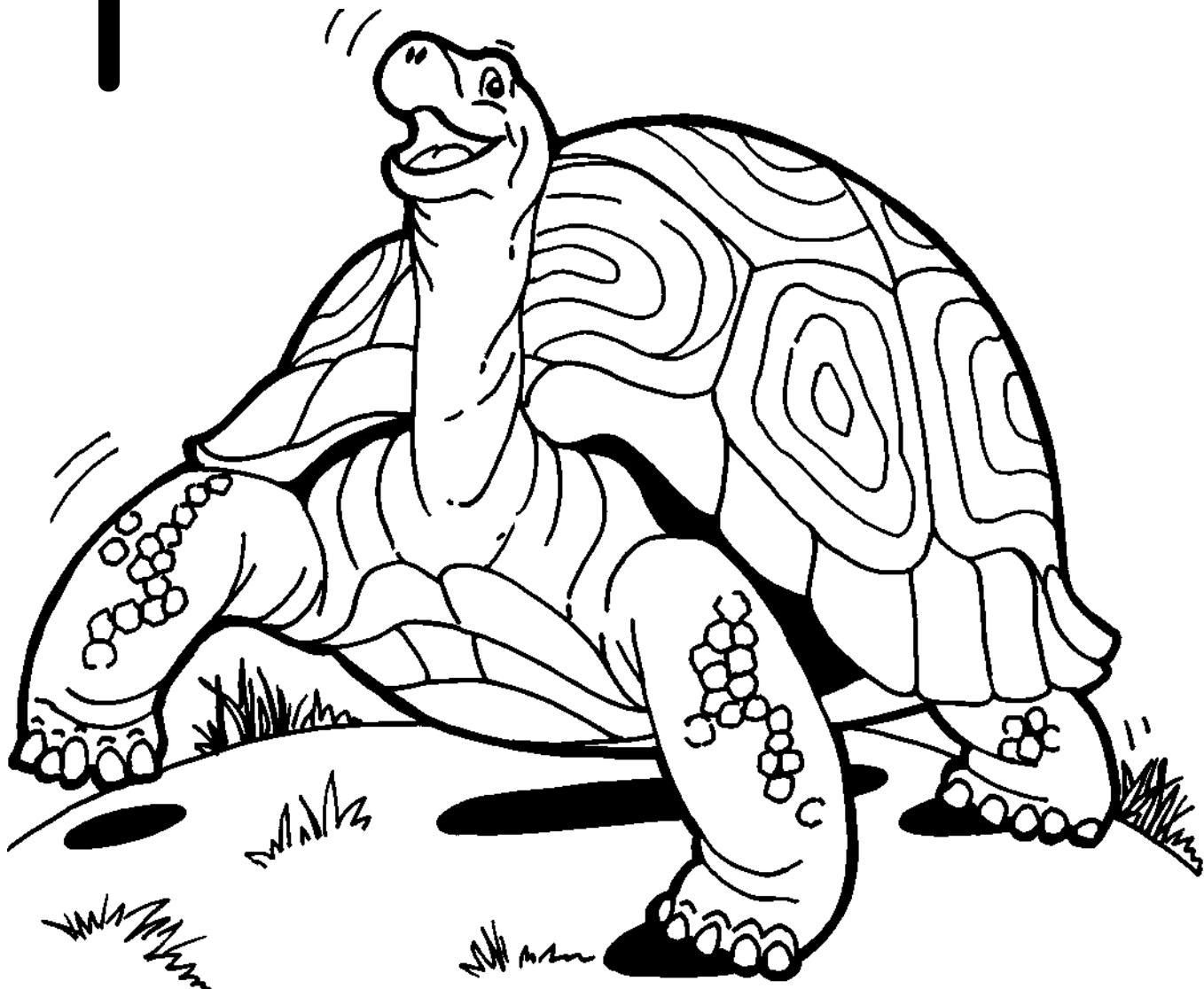
Which turtle is in the middle of this row?

Circle it.



Name \_\_\_\_\_

tortoise



one

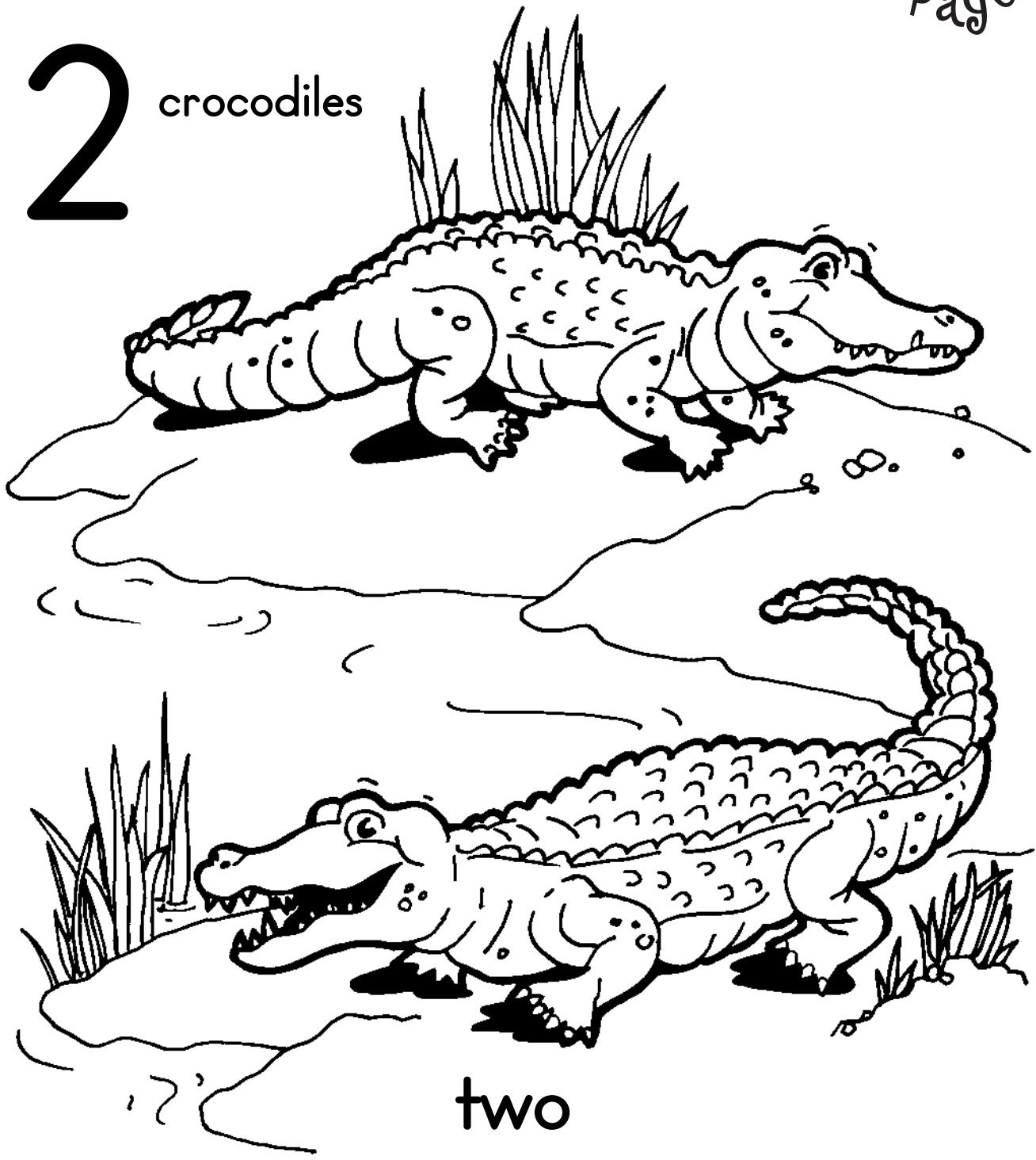
SKILL: COUNT AND WRITE 1

Handwriting practice lines for the number '1'. The top line is solid black, the middle dashed, and the bottom solid grey. There are seven vertical stroke guides: one thick black line on the left and six thinner grey lines of decreasing height to the right.

Name \_\_\_\_\_

2

crocodiles



two

2

2

2

2

2

2

2

Name \_\_\_\_\_

3

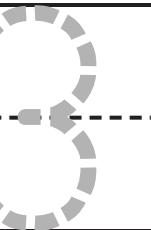
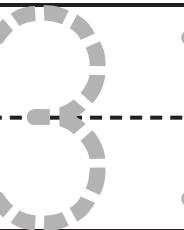
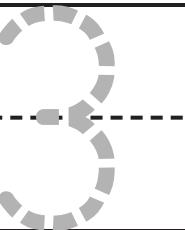
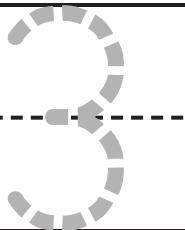
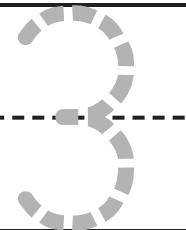
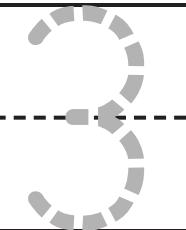
gila monsters



three

SKILL: COUNT AND WRITE 3

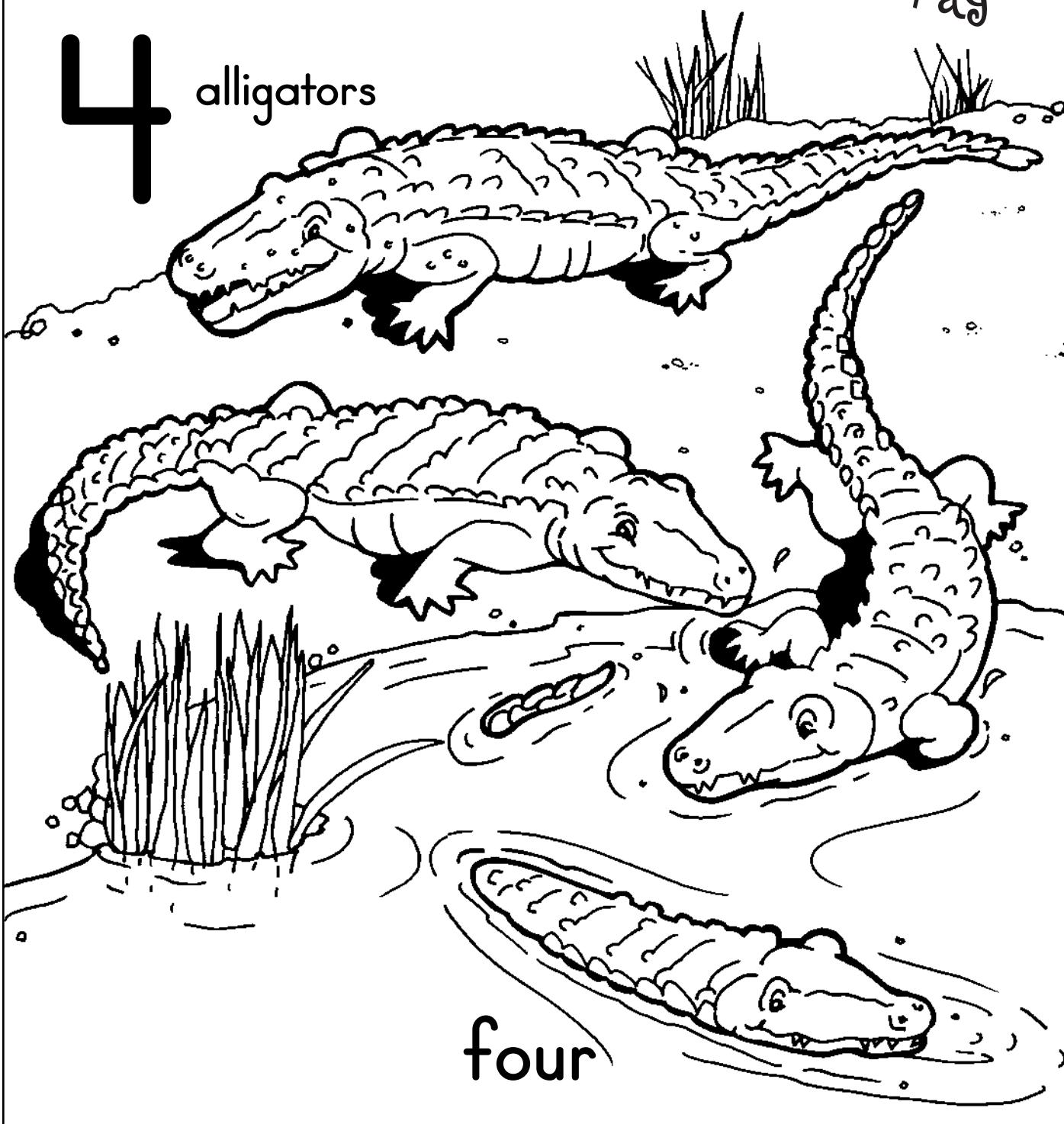
3



Name \_\_\_\_\_

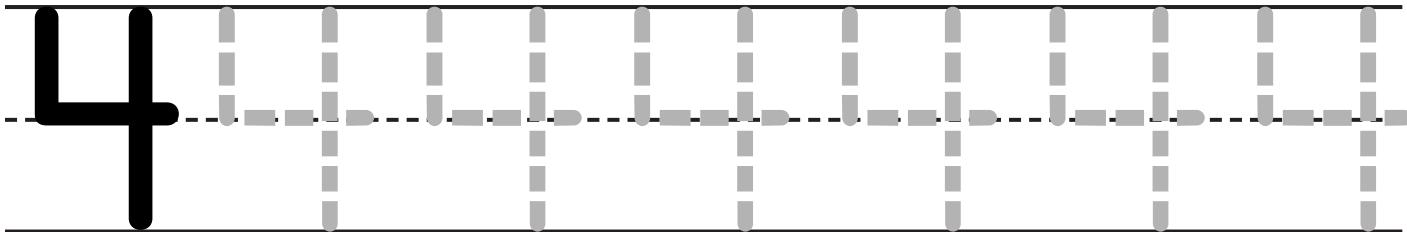
4

alligators



four

SKILL: COUNT AND WRITE 4

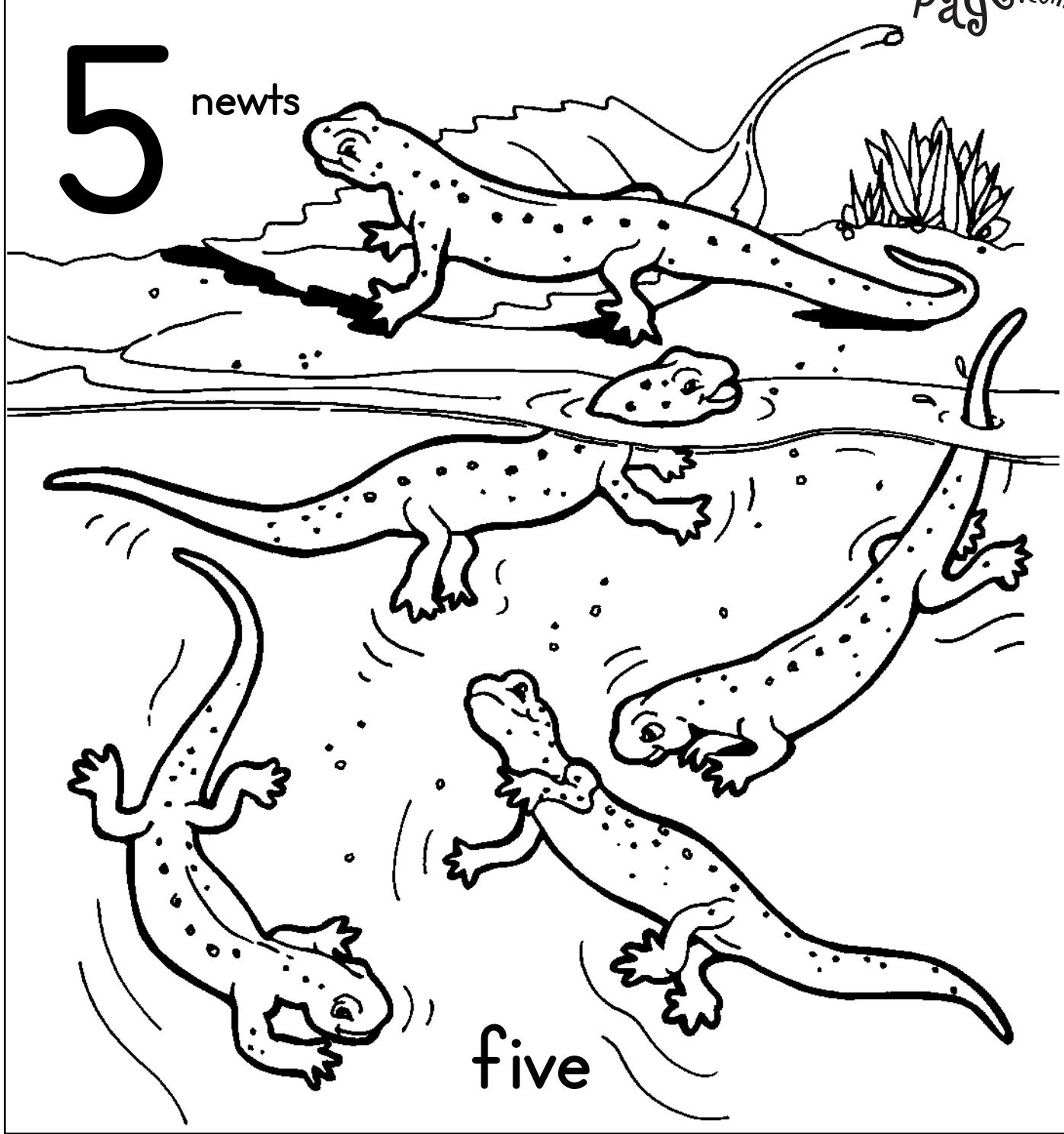


Name \_\_\_\_\_

5

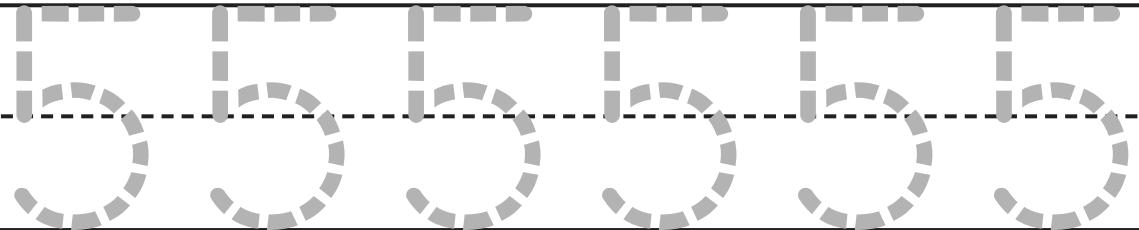
newts

five



SKILL: COUNT AND WRITE 5

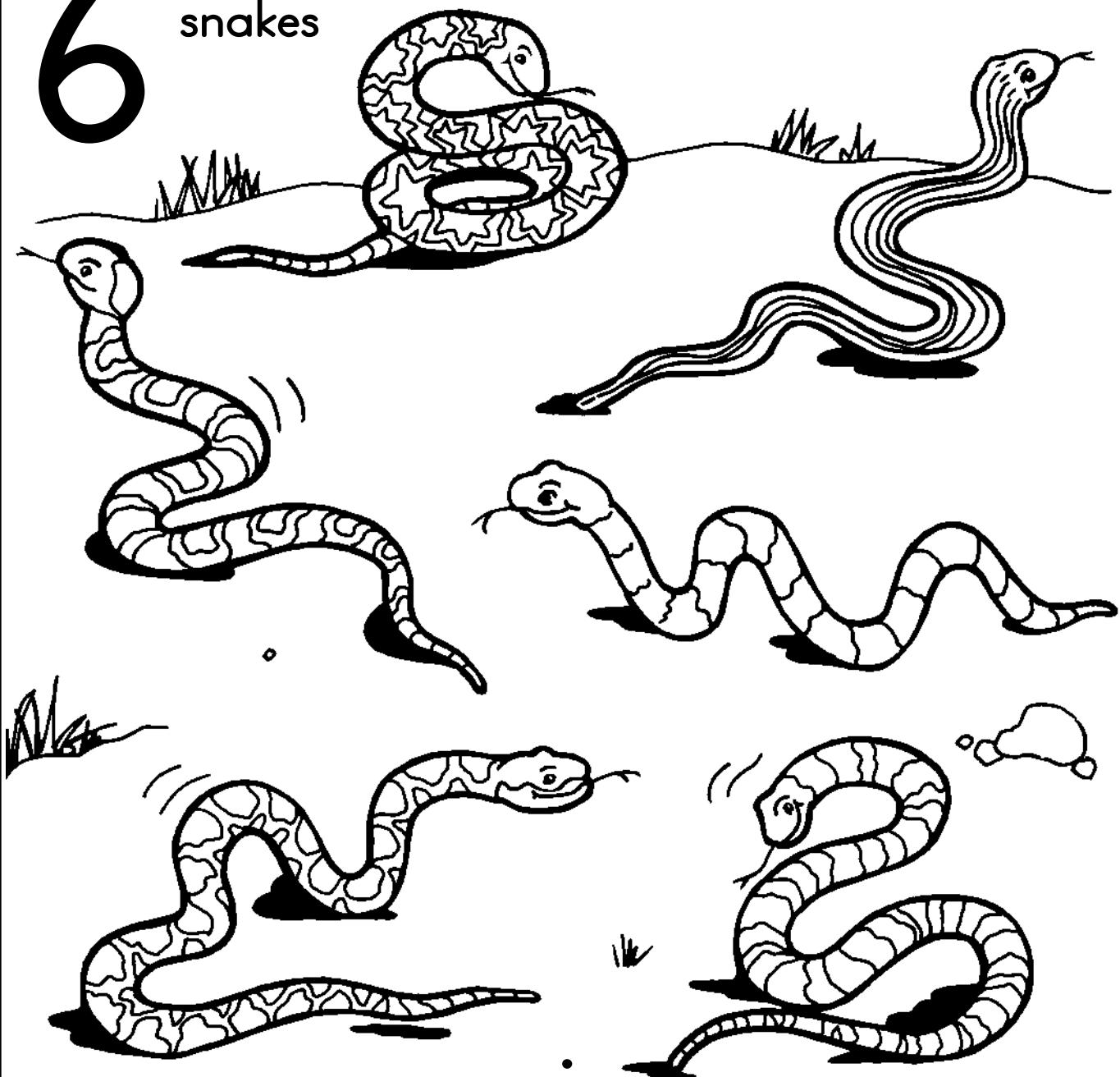
5



Name \_\_\_\_\_

6

snakes



six

SKILL: COUNT AND WRITE 6

6

6

6

6

6

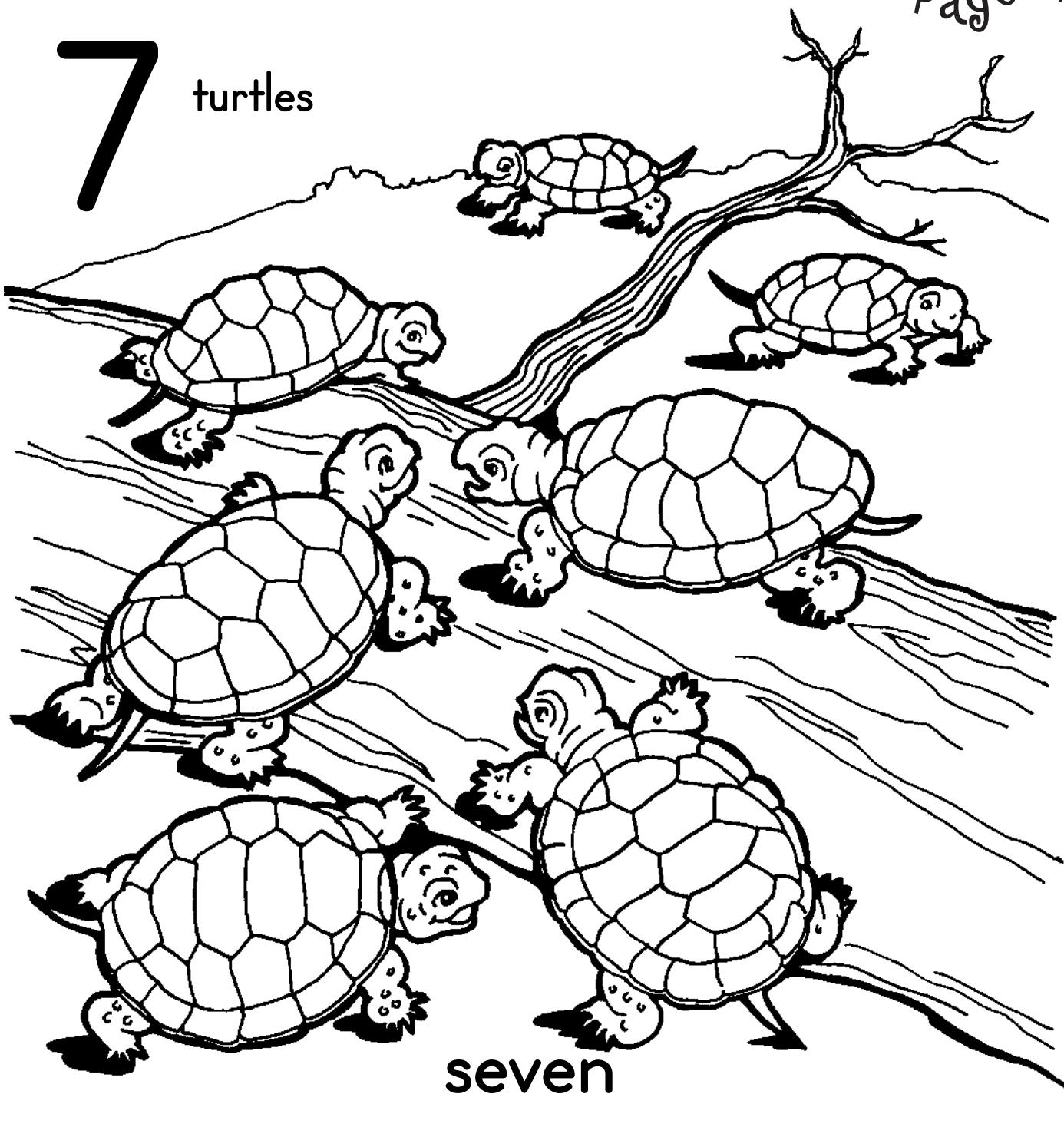
6

6

Name \_\_\_\_\_

7

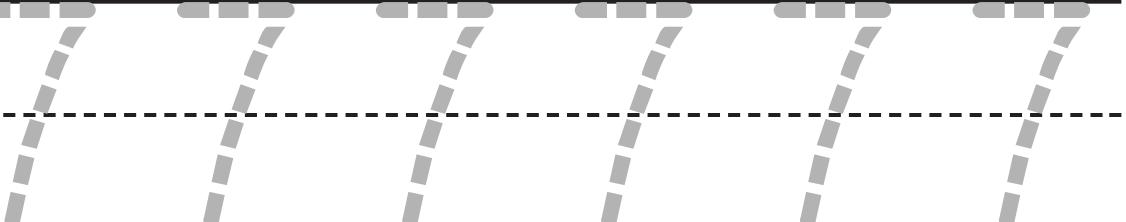
turtles



seven

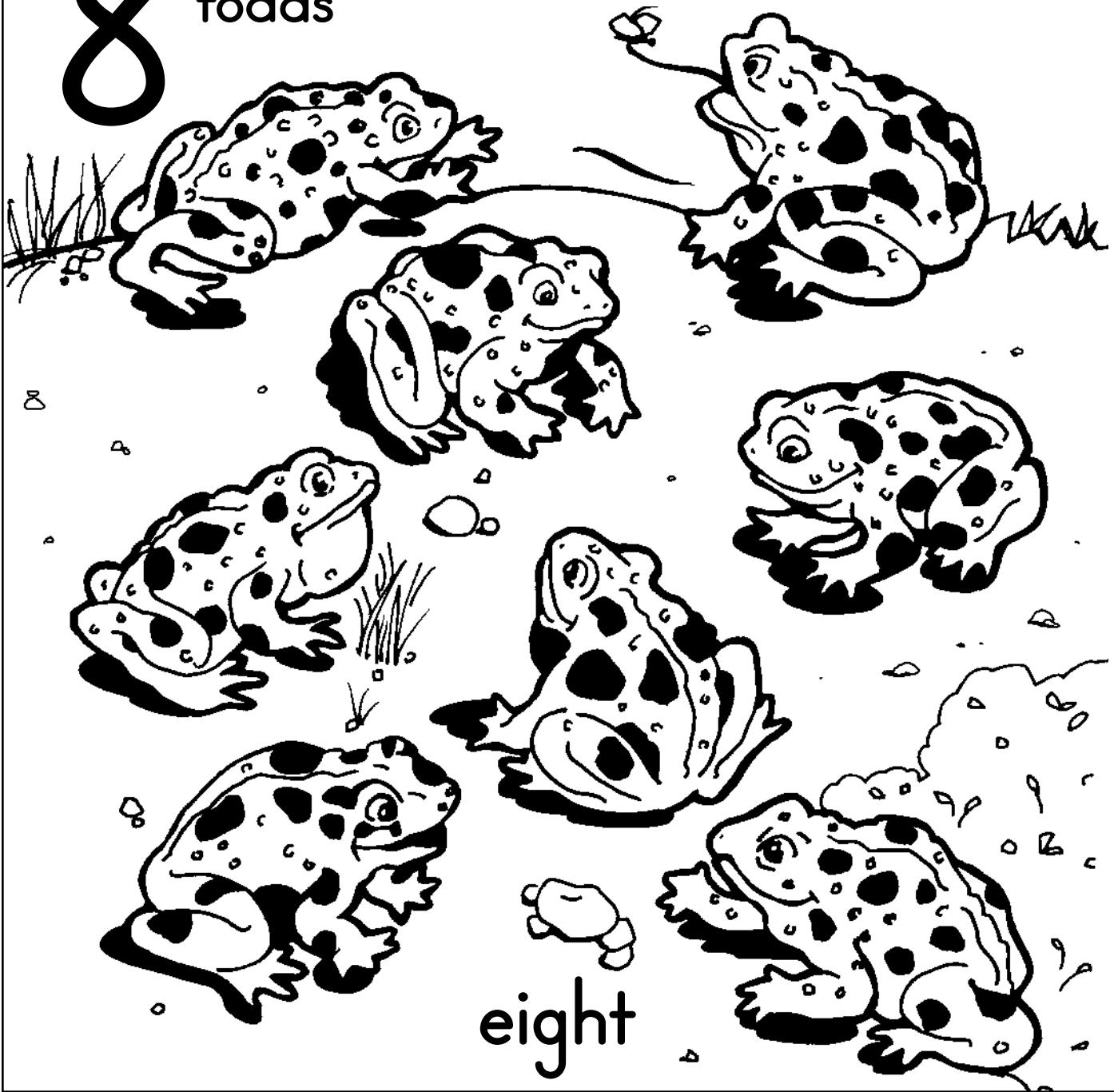
SKILL: COUNT AND WRITE 7

7



Name \_\_\_\_\_

8 toads



eight

SKILL: COUNT AND WRITE 8

8

8

8

8

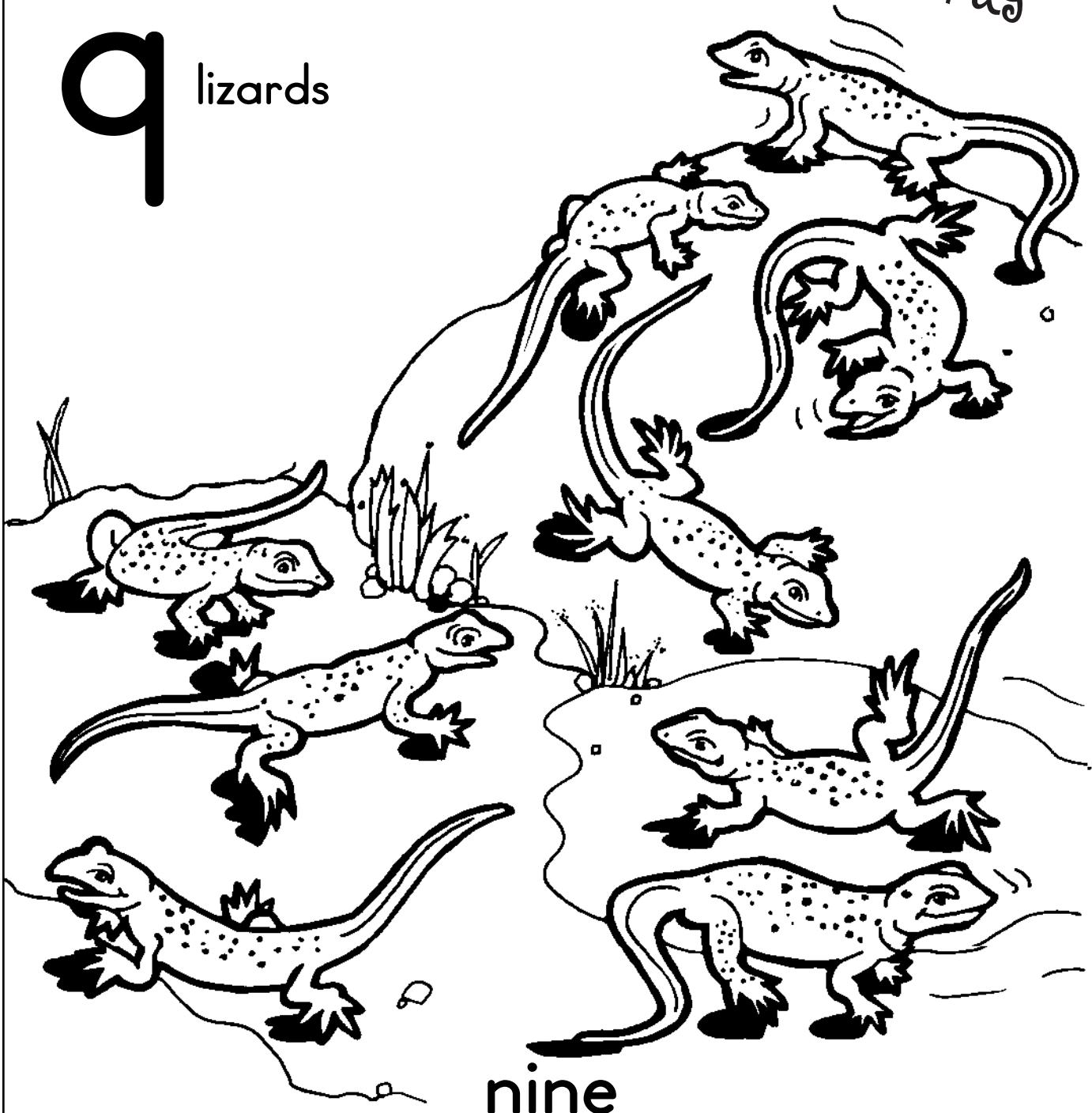
8

8

8

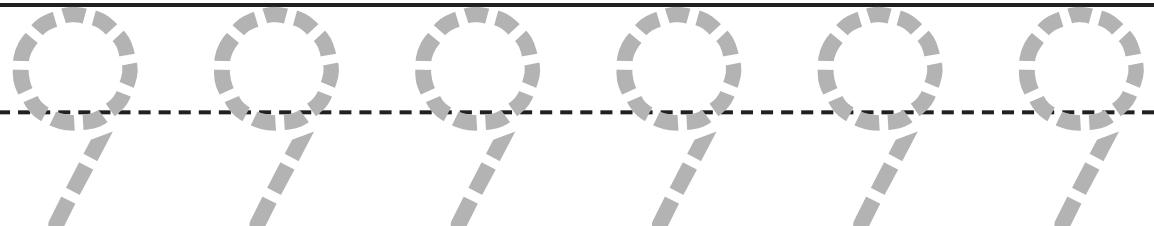
Name \_\_\_\_\_

q lizards



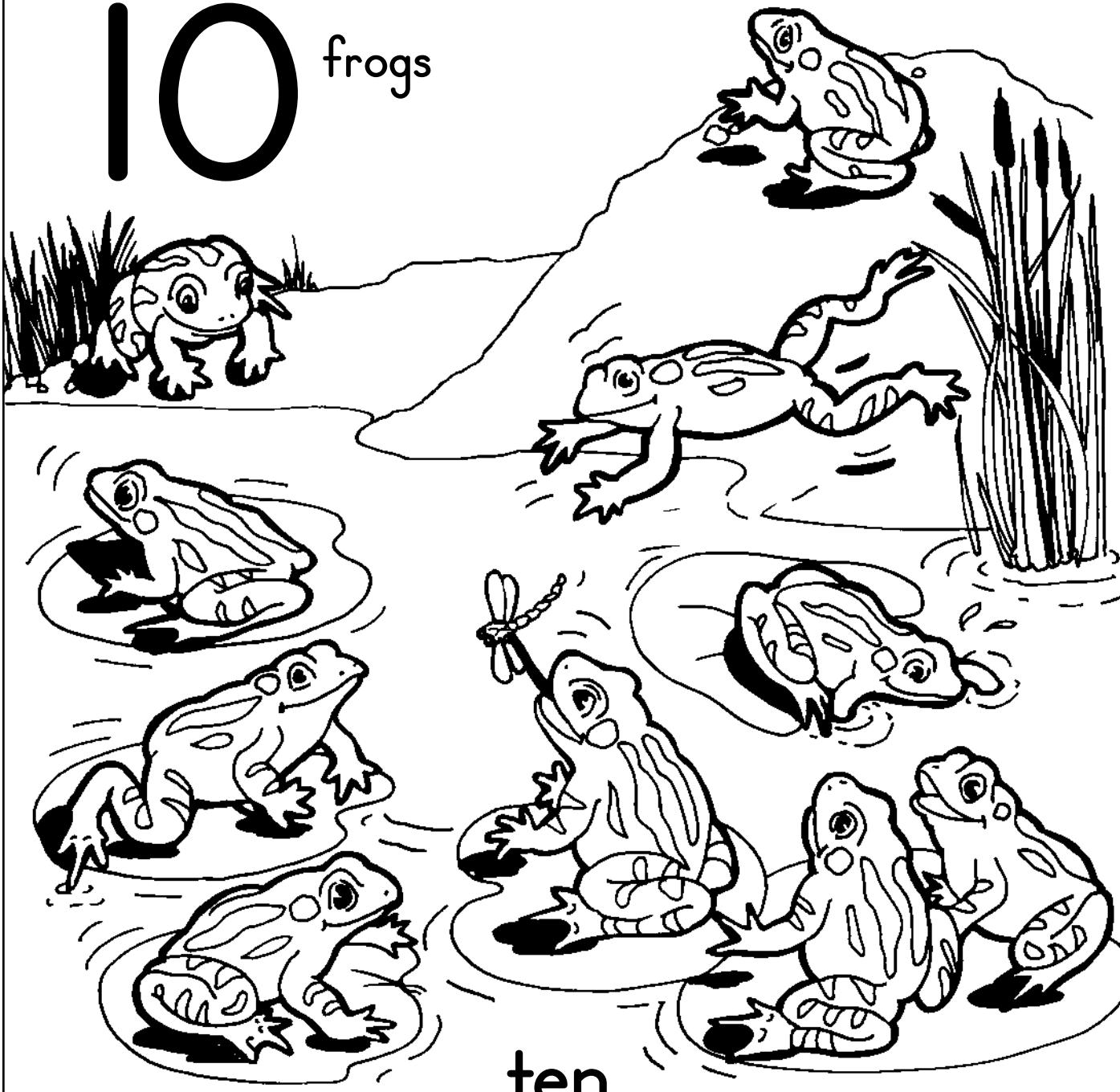
nine

q



Name \_\_\_\_\_

10 frogs



10

10

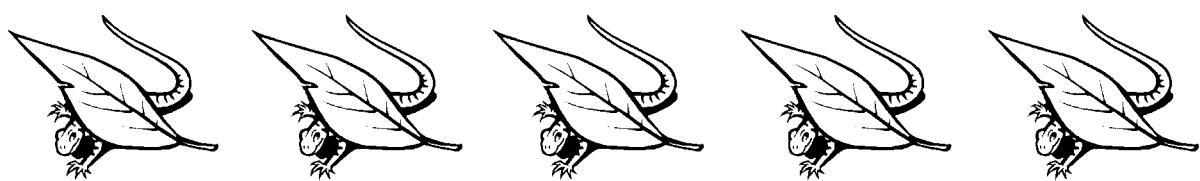
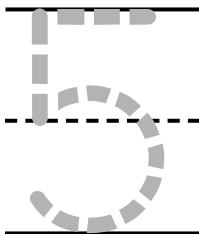
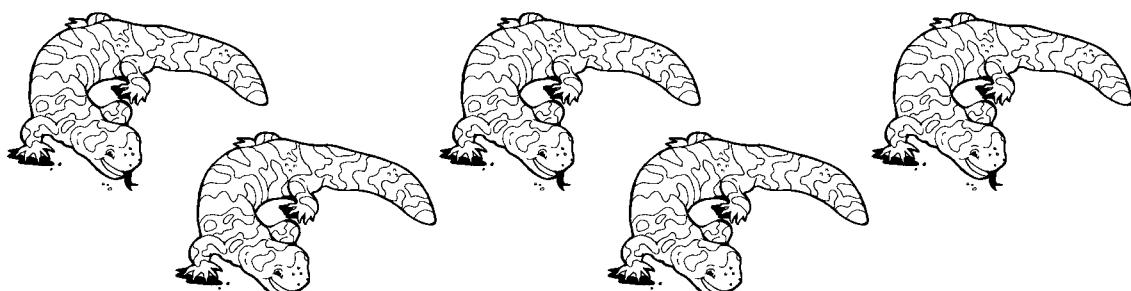
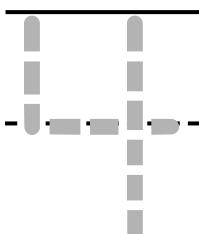
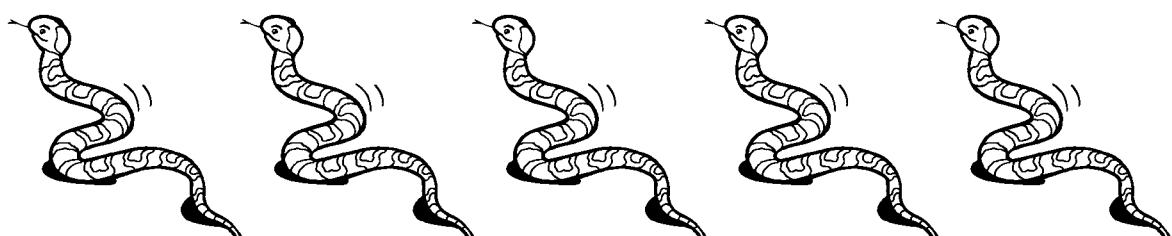
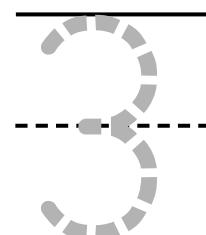
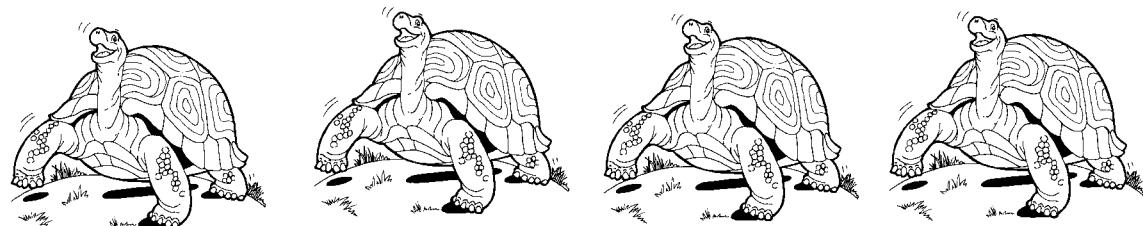
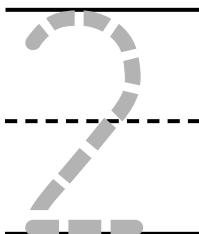
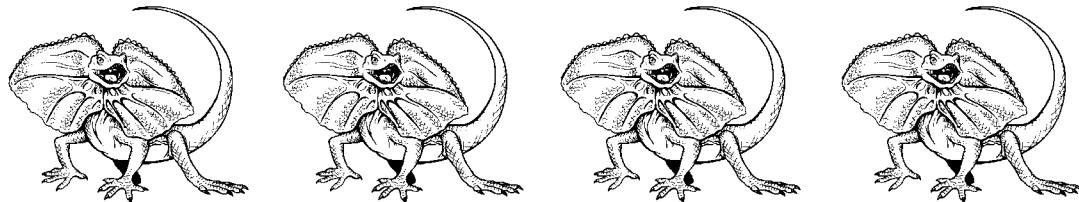
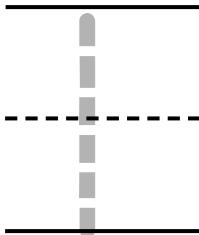
10

10

Name \_\_\_\_\_

Trace the numbers. Circle the

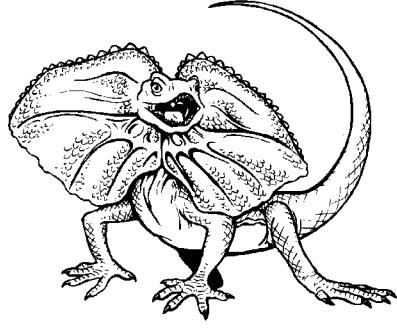
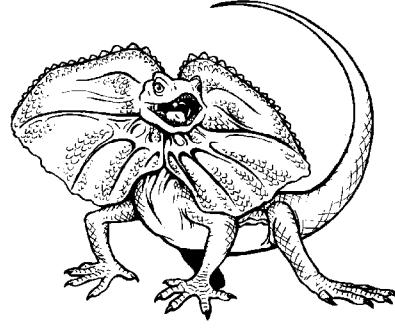
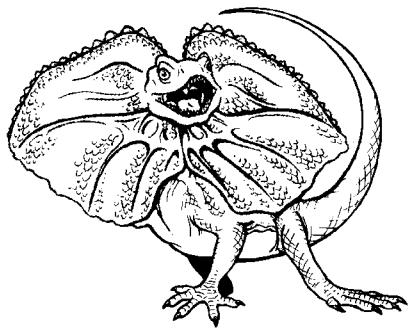
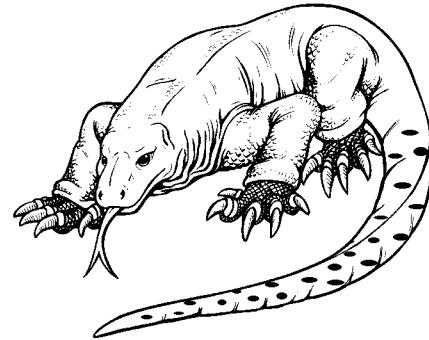
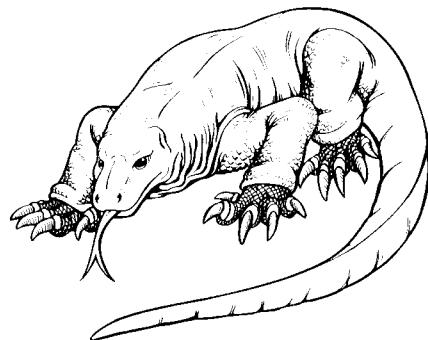
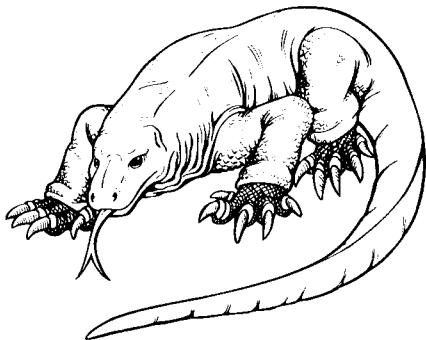
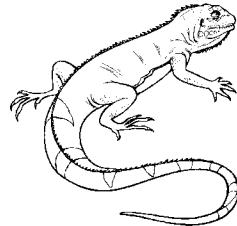
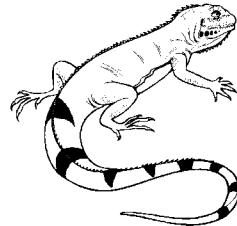
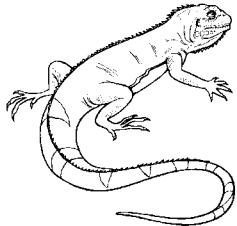
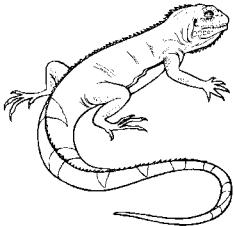
correct number of reptiles in each row.



Name \_\_\_\_\_

# Color the reptiles that are the same

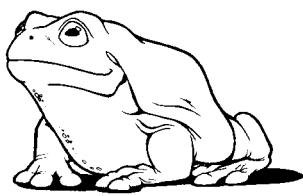
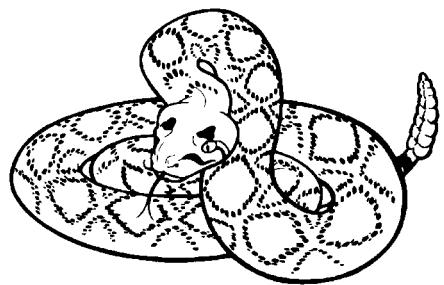
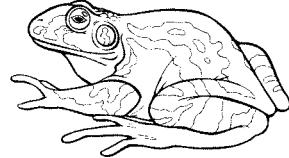
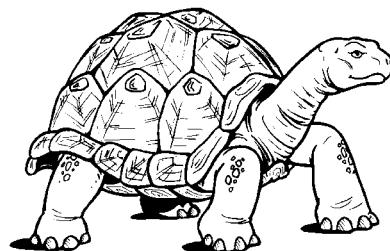
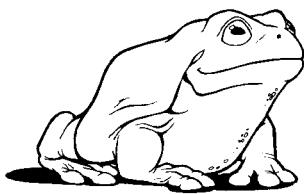
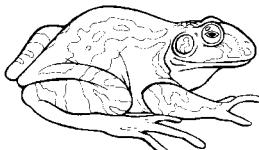
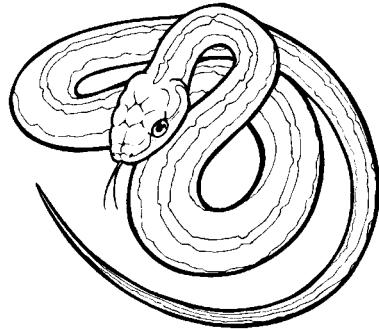
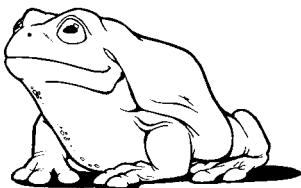
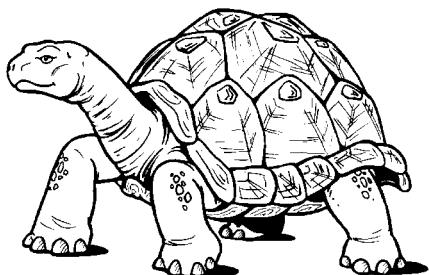
in each row.



Name \_\_\_\_\_

Find all the frogs and color them

green.

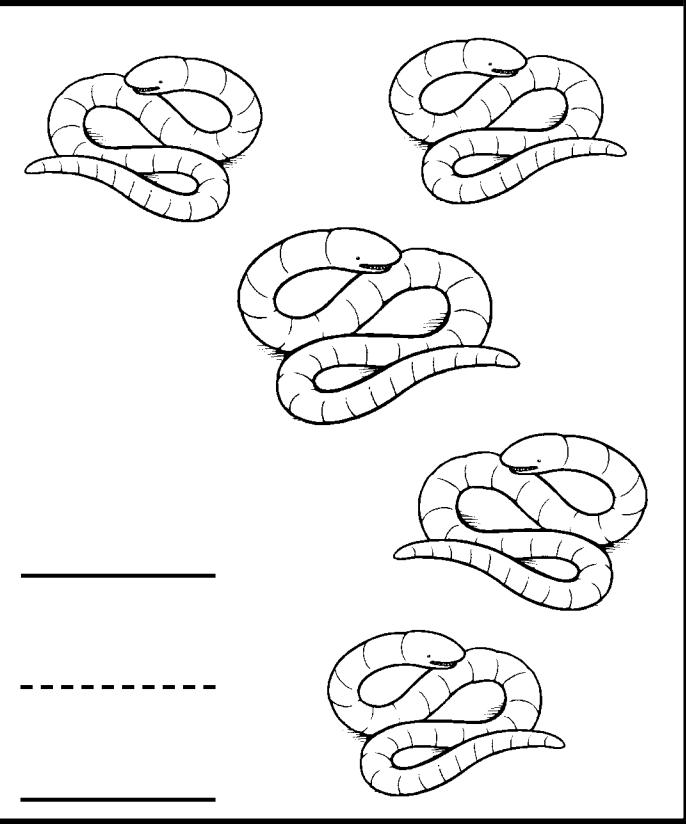
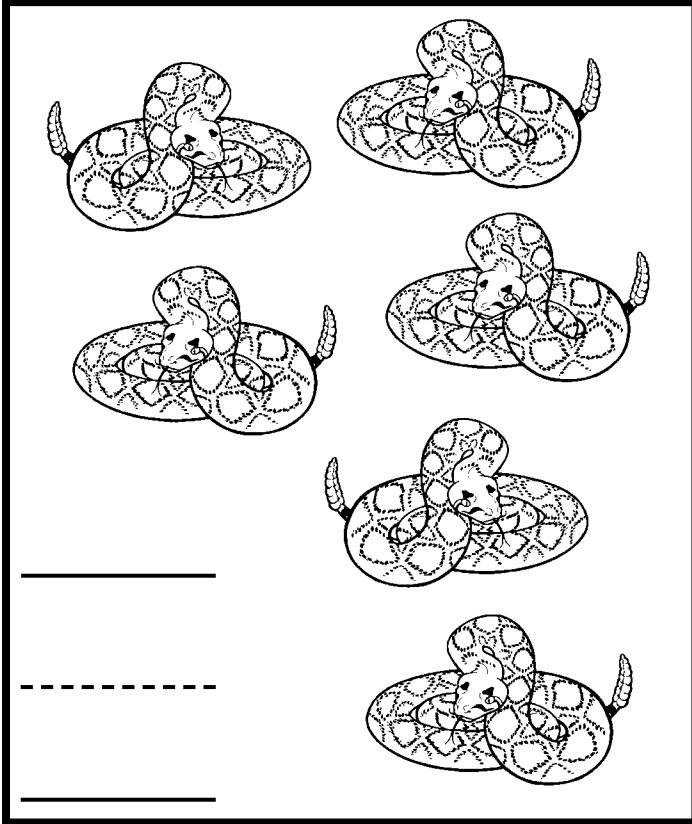
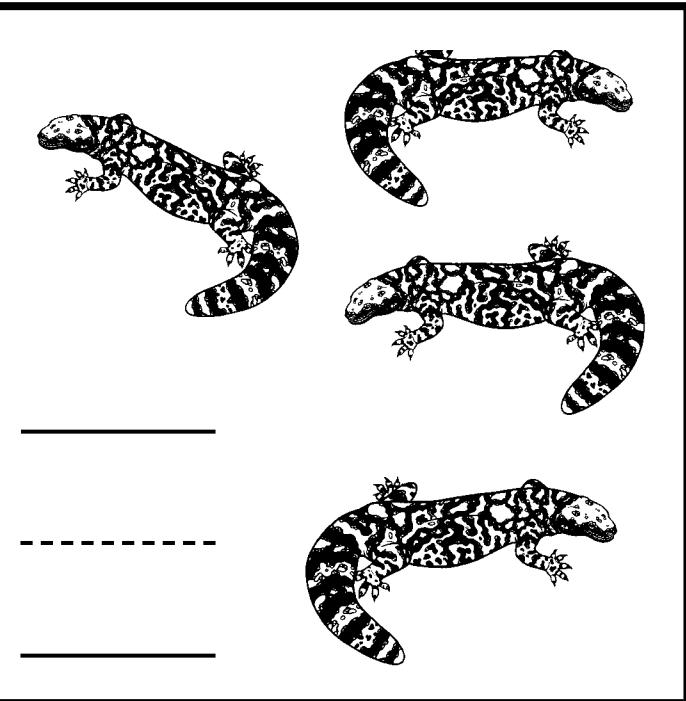
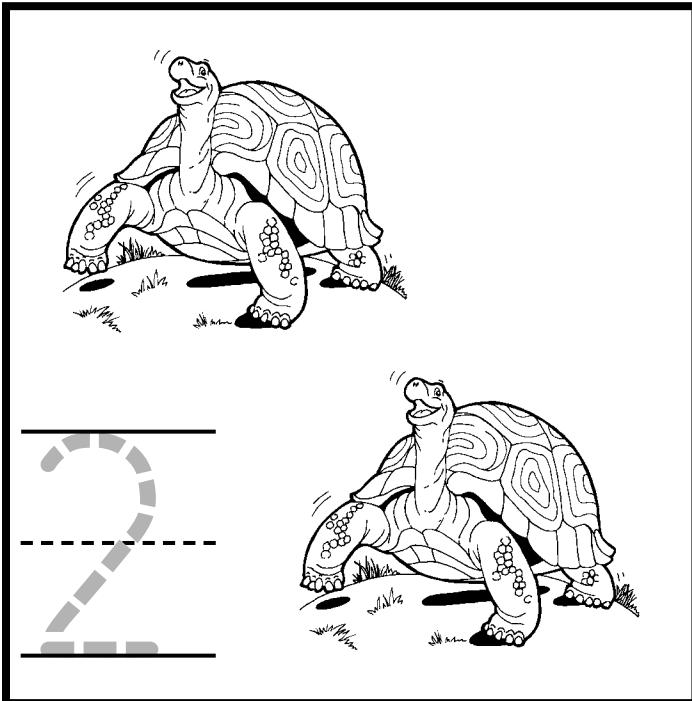


How many green frogs are there? \_\_\_\_\_

Name \_\_\_\_\_

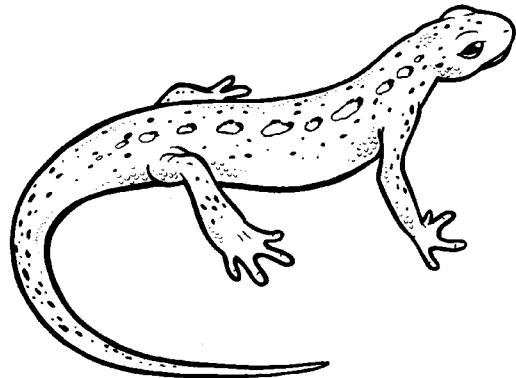
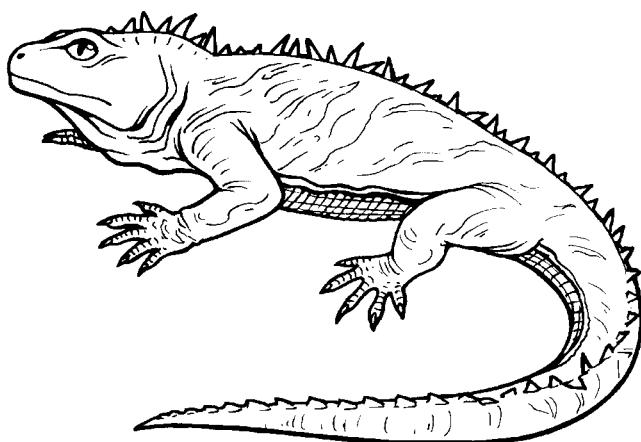
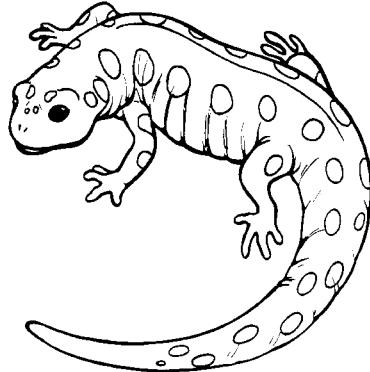
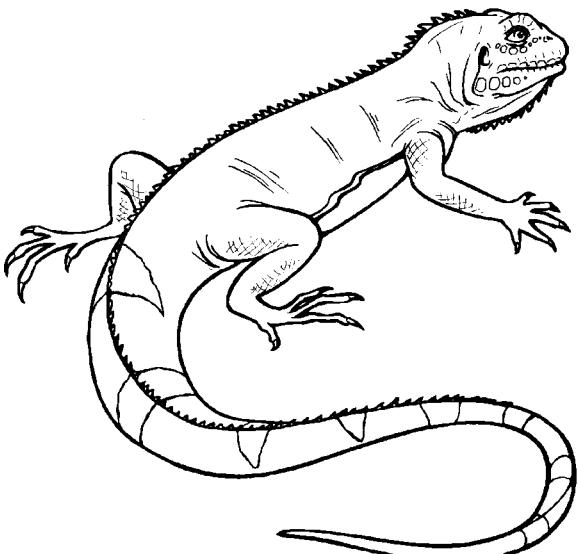
Count and then write how many

reptiles or amphibians are in each box.



Name \_\_\_\_\_

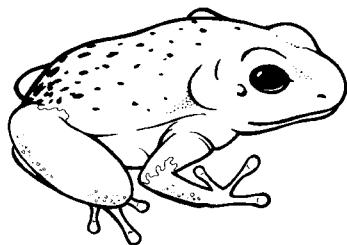
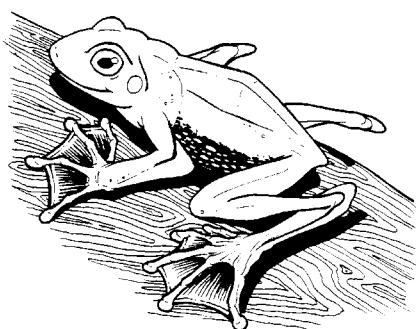
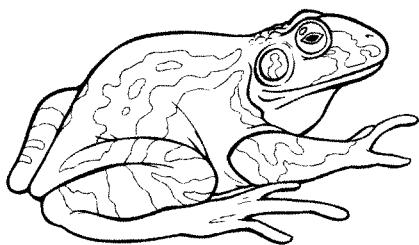
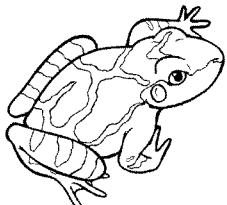
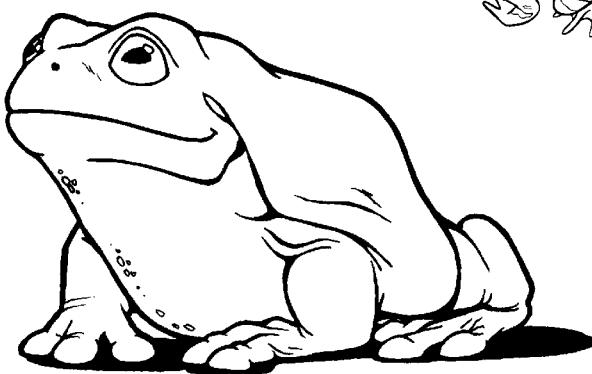
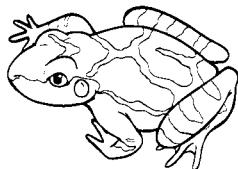
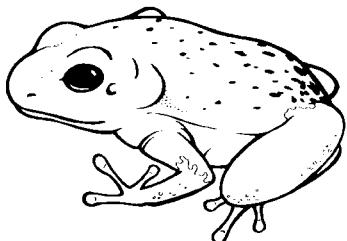
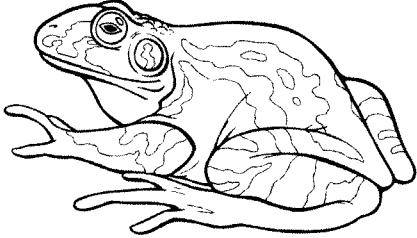
Jack saw four (4) lizards.  
Color how many lizards Jack saw.



Name \_\_\_\_\_

There are 8 frogs.

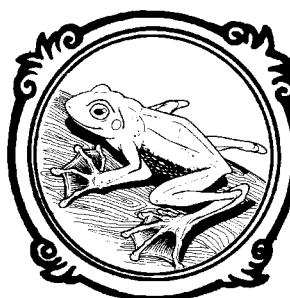
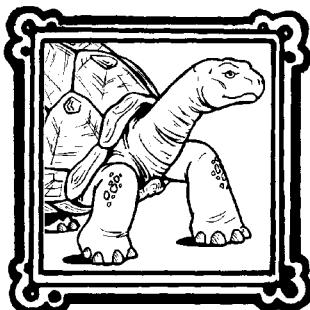
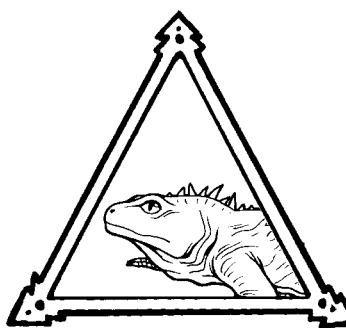
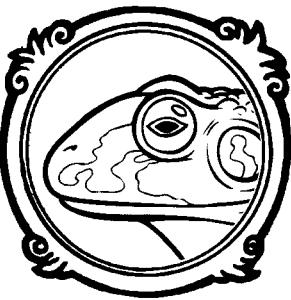
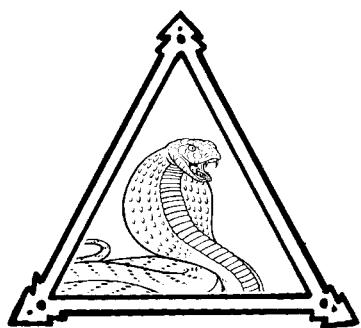
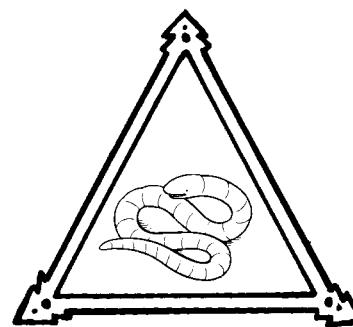
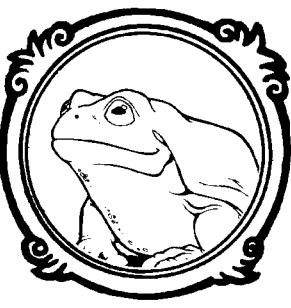
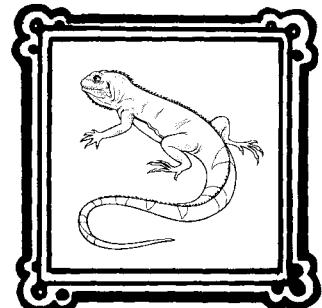
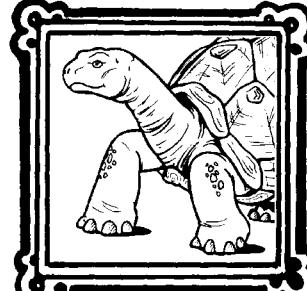
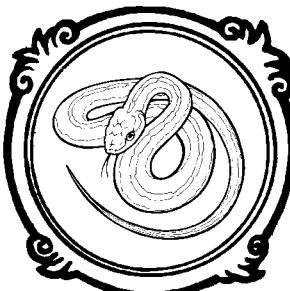
Color in half of the 8 frogs.



Name \_\_\_\_\_

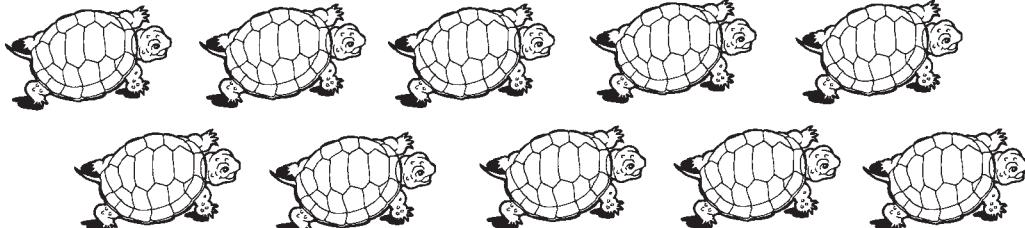
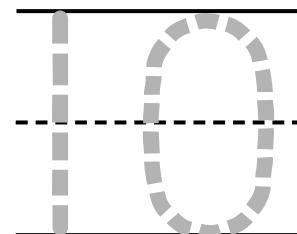
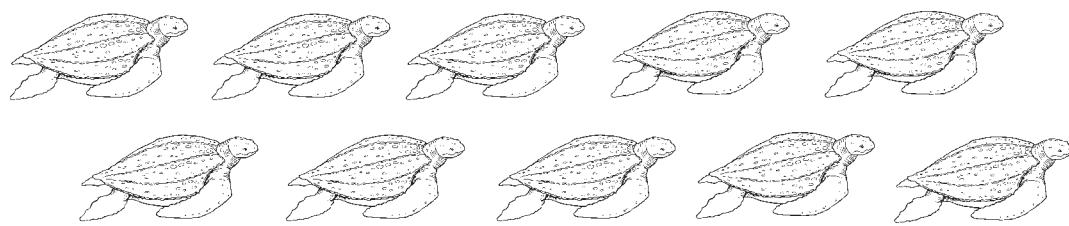
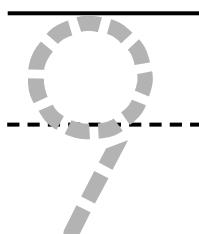
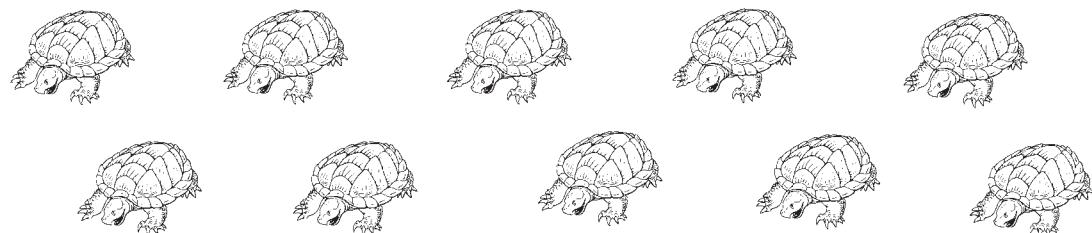
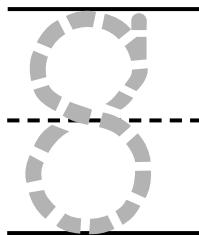
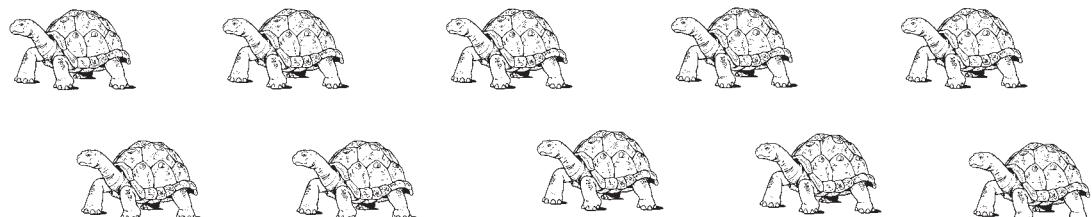
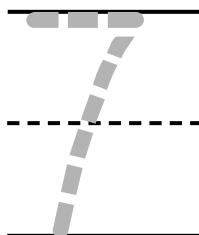
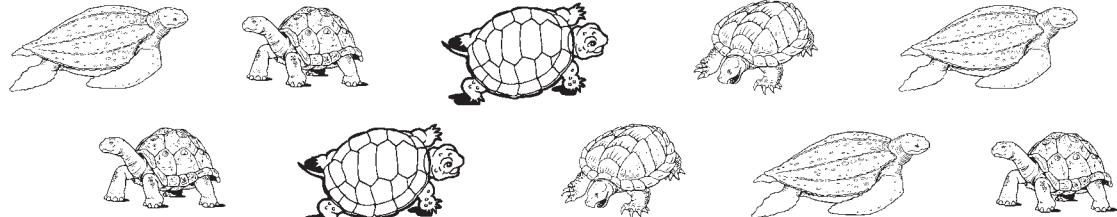
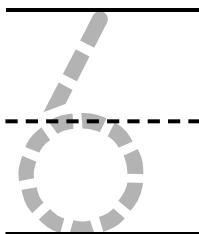
Place an “X” on the reptiles or amphibians

that have triangle picture frames.



Name \_\_\_\_\_

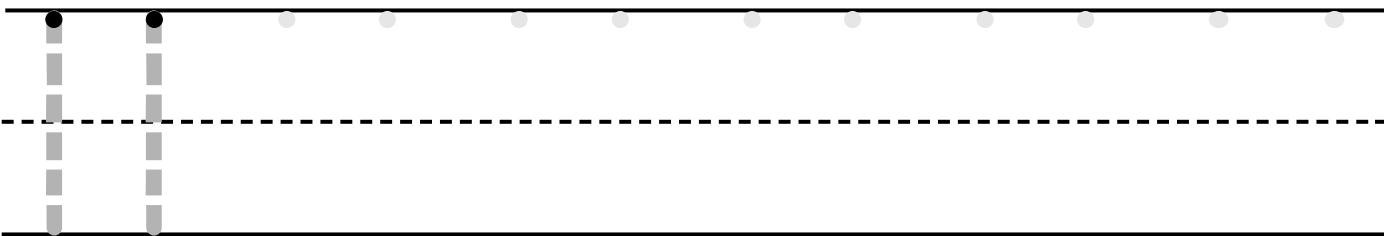
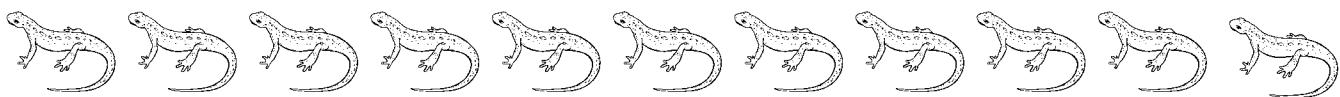
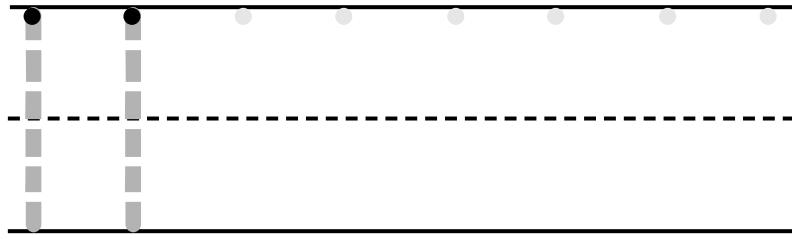
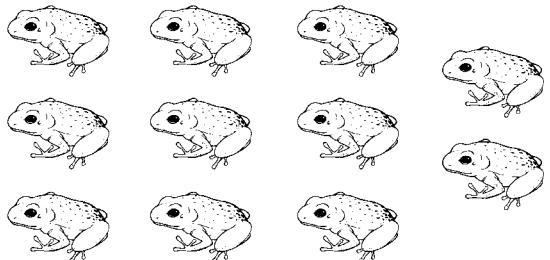
# Trace the numbers. Circle the correct number of turtles in each row.



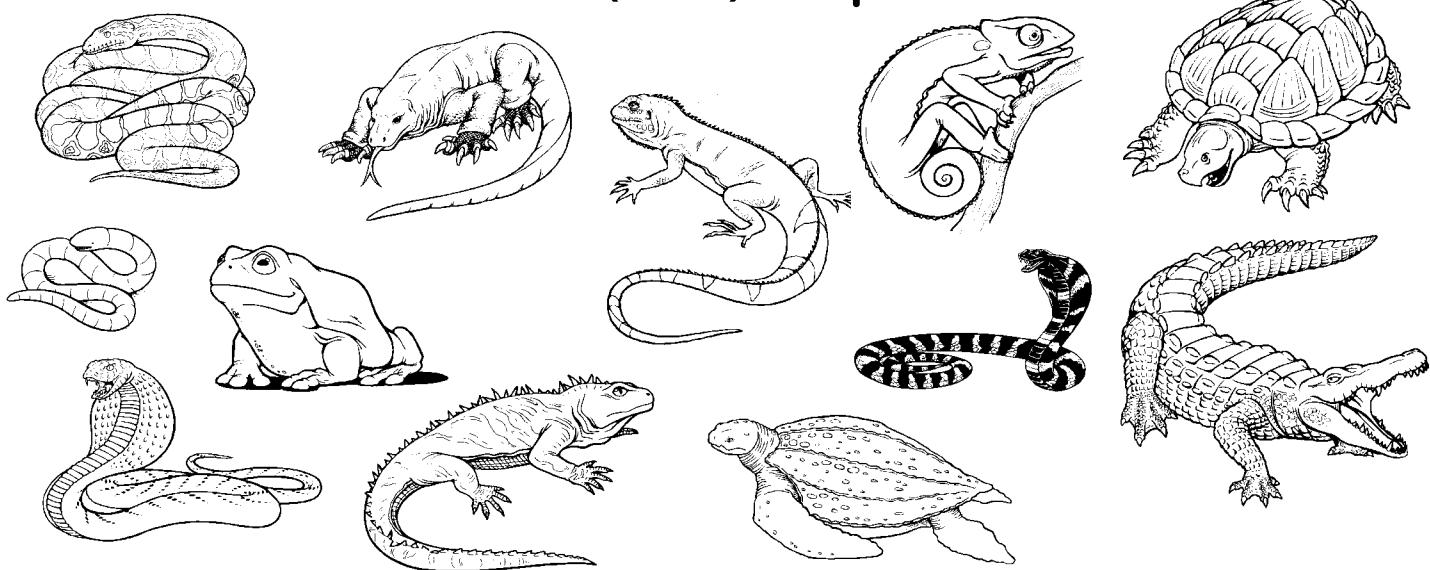
Name \_\_\_\_\_

Count the frogs.

Write the number.



Circle the eleven (11) reptiles below:

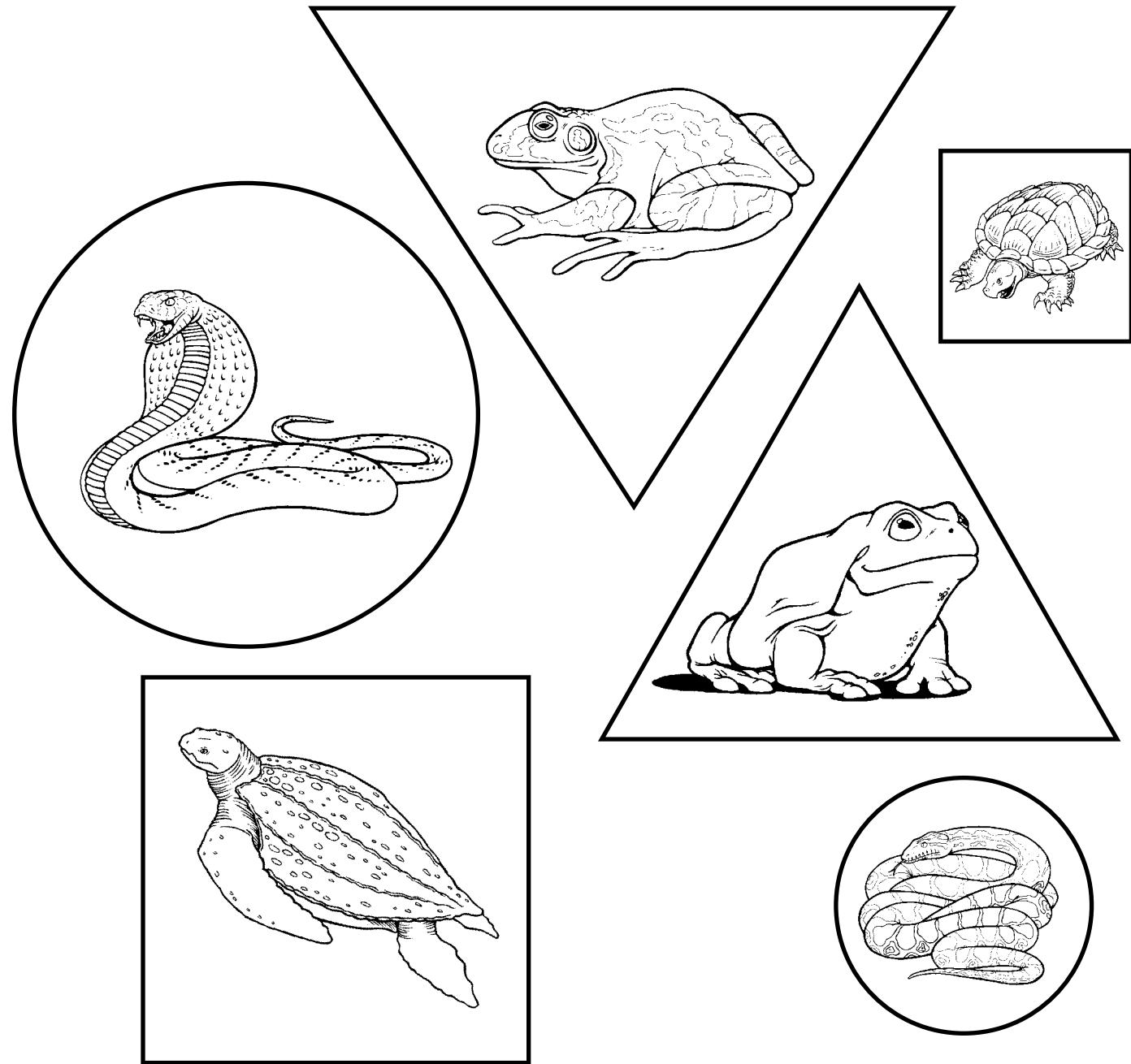


Name \_\_\_\_\_

Color the snakes in circles red.

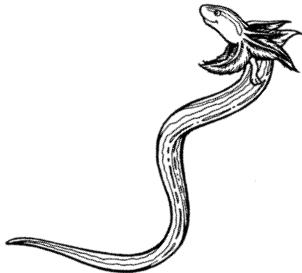
Color the turtles in squares green.

Color the frogs in triangles blue.



Name \_\_\_\_\_

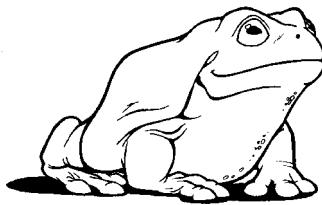
Look at the pictures. Read the words. Choose the correct word and write it in the space provided.



The siren

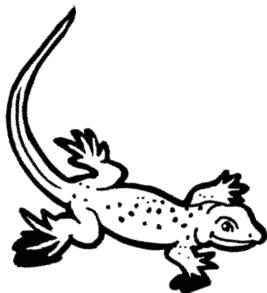
swims

swim swims



The bullfrog can

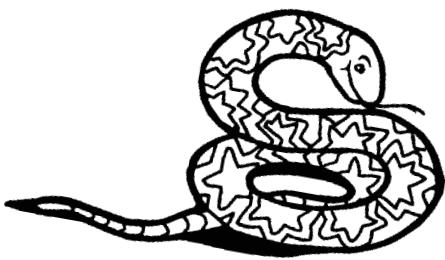
jump jumps



Many lizards

in deserts.

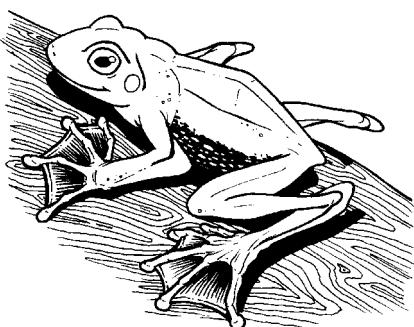
live living



The boa constrictor

up like a spring.

coil coils



Some frogs can

glide gliding

Name \_\_\_\_\_

Look at the letters in “chameleon”  
and write them below.

chameleom

Now make 8 new words using any of these letters.

1. melon

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_



Say the words on the left. Then circle the word on the right that rhymes with it. Say the two words together.

bite

cat

kite

kind

rock

rake

fun

sock

claw

climb

paw

lap

scale

pill

scrape

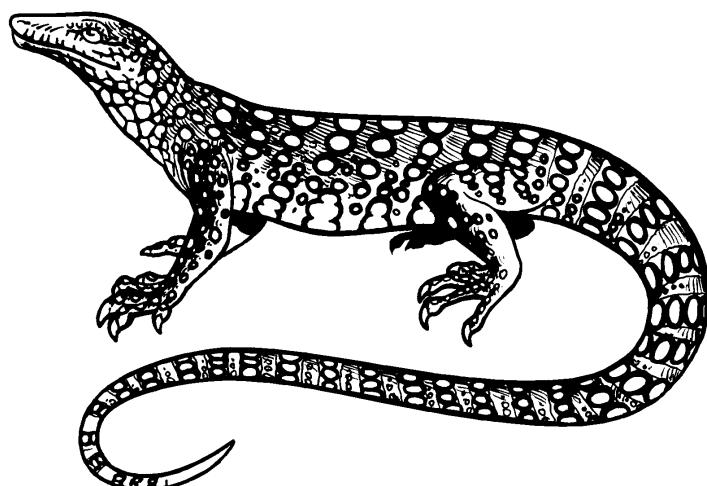
pail

egg

beg

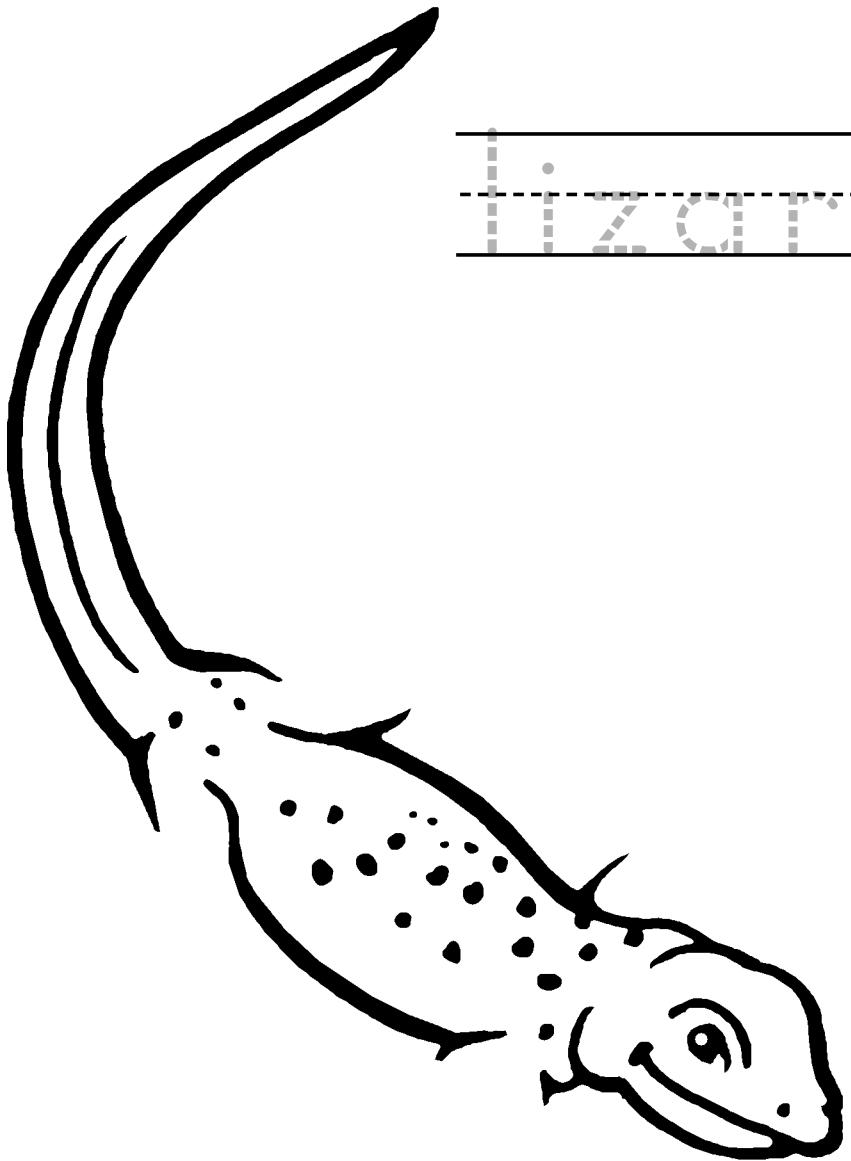
big

buy



Name \_\_\_\_\_

Draw 4 legs on the lizard below. Then, write the word lizard, the number 4, and the word four.



lizard

4

four

Name \_\_\_\_\_ Learning \_\_\_\_\_

Circle the right word choice to fill in each of the blanks.

Then write the word on the right side of the page.

1. The alligators \_\_\_\_\_ in the pond.

swam

sank

2. A bullfrog can \_\_\_\_\_ loudly.

fly

croak

3. The newt was a bright \_\_\_\_\_ color.

red

walk

4. The rattlesnake \_\_\_\_\_ into a hole.

to spend the hot afternoon.

walked

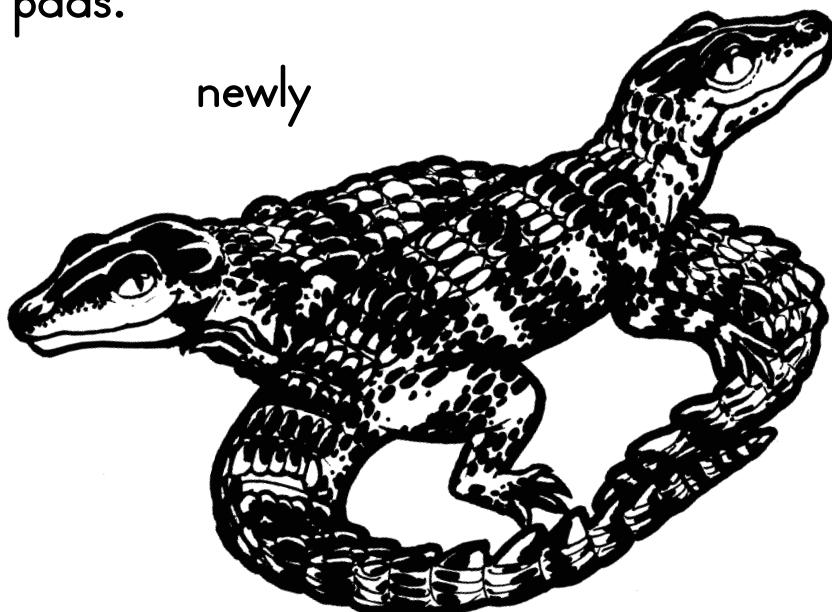
crawled

5. The tortoise \_\_\_\_\_ chewed on

the cactus pads.

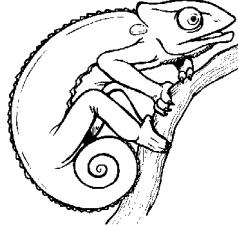
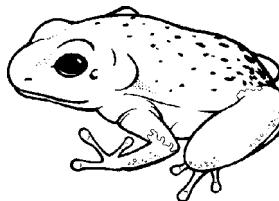
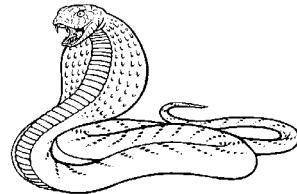
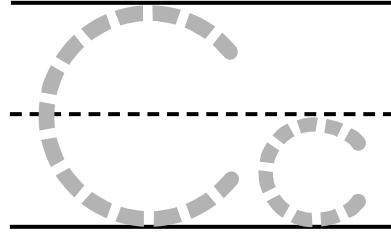
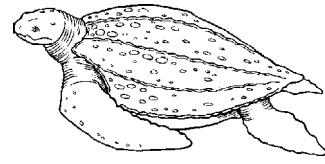
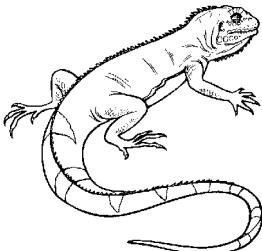
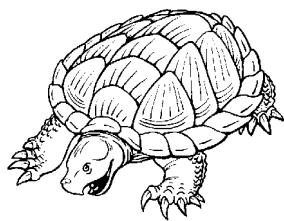
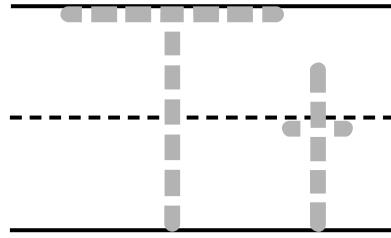
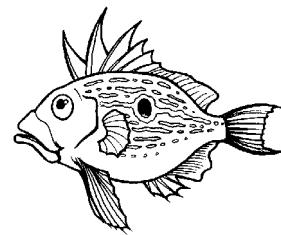
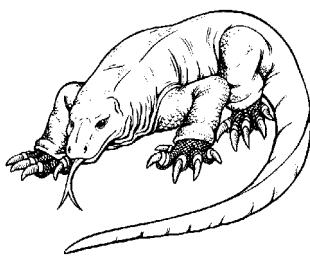
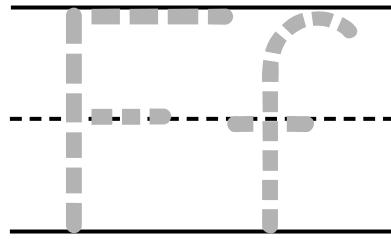
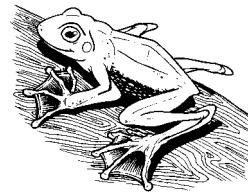
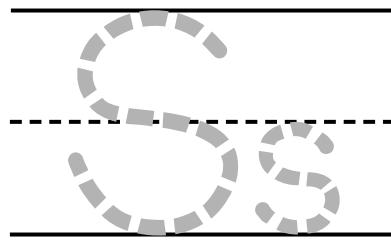
slowly

newly



Name \_\_\_\_\_

Trace the letters at the beginning of each row. Name the pictures and circle the ones in each row that begin with that sound.



Name \_\_\_\_\_

Say the words on the left, then circle the word on the right that rhymes with it. Say the two words together.

frog

jump      hog

arm

scales

crawl      teeth      whales

snake

lake      leaf

tree

shell

air      water

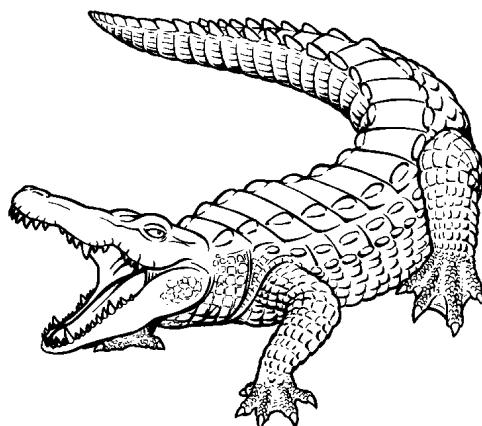
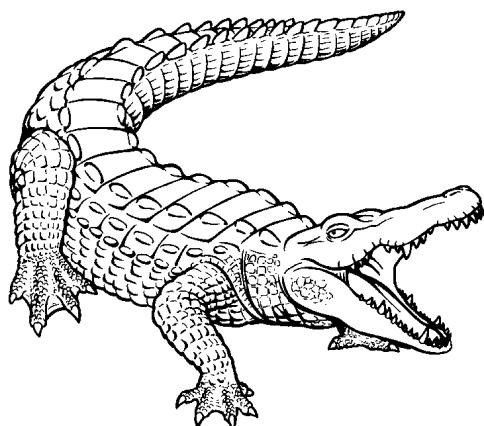
bell

toad

eggs

road

plant



Name \_\_\_\_\_

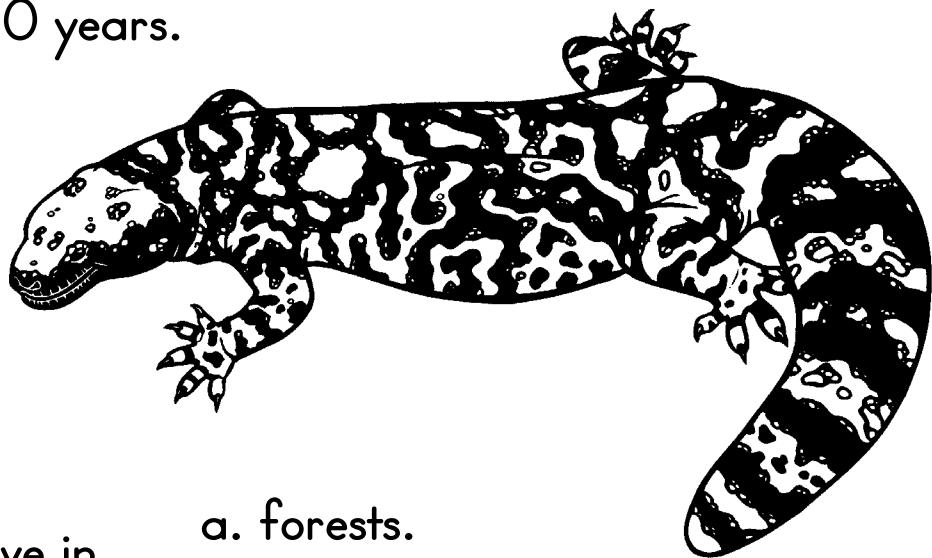
Read about Gila monsters. Then circle the correct word to finish each sentence.

Gila monsters live in the desert.

They eat meat and eggs.

They store fat in their tail.

They can live for 20 years.

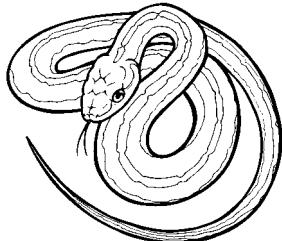


1. Gila monsters live in
  - a. forests.
  - b. deserts.
  
2. Gila monsters store fat in their
  - a. tail.
  - b. belly.
  
3. Gila monsters eat
  - a. plants.
  - b. animals.
  
4. Gila monsters can live to be
  - a. 3 years old.
  - b. 20 years old.

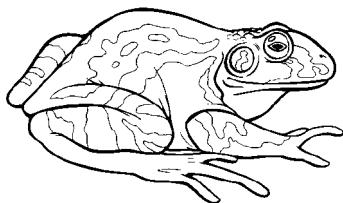
Name \_\_\_\_\_

Look at the animal pictures. Choose the right word to finish each sentence. Write it.

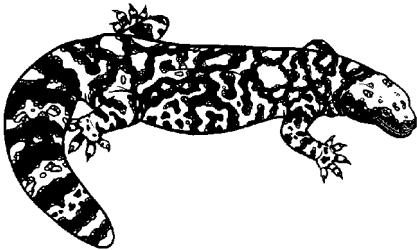
tail	color	meat	jumper	water
------	-------	------	--------	-------



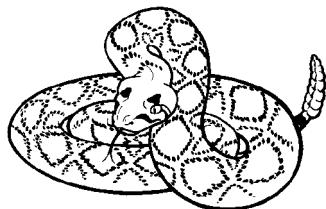
The common garter snake eats meat.



The bullfrog is a good jumper.



The Gila monster stores fat in its tail.



The Western diamondback rattlesnake can go for months without water.

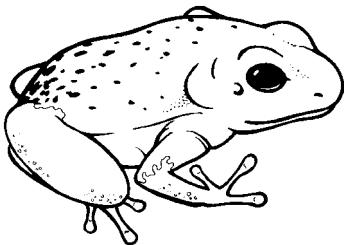


The chameleon can change color.

Name \_\_\_\_\_

Put the letters in the correct order. Then write the word on the line next to the picture.

g r f o

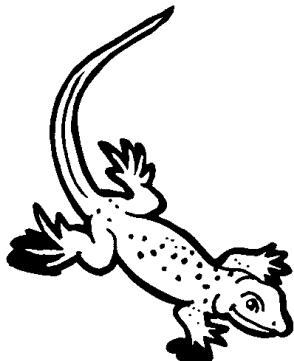


\_\_\_\_\_

f r o g

\_\_\_\_\_

z d i l a r

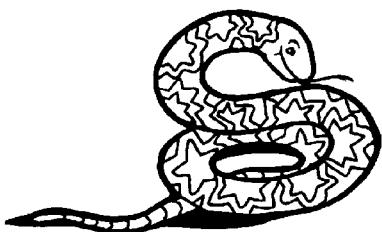


\_\_\_\_\_

l a z i d

\_\_\_\_\_

k a s e n

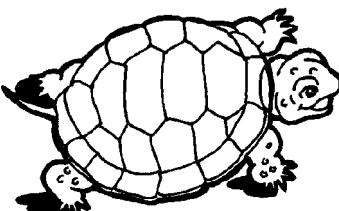


\_\_\_\_\_

s e n a s k

\_\_\_\_\_

e u r l t t



\_\_\_\_\_

t t l e u r e

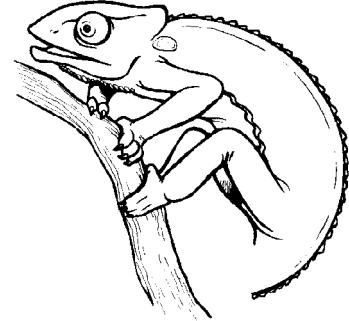
\_\_\_\_\_

Name \_\_\_\_\_

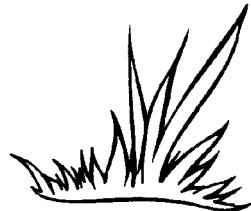
Trace each letter. Then write each word again.

Then circle all pictures that begin with the Tt sound.

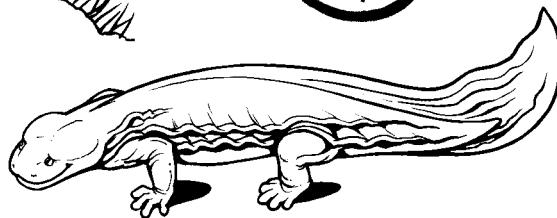
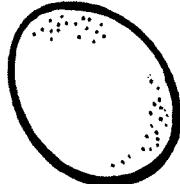
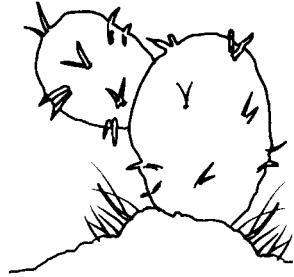
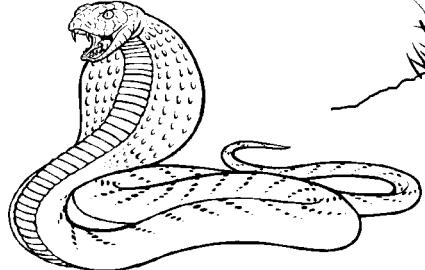
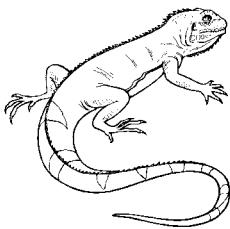
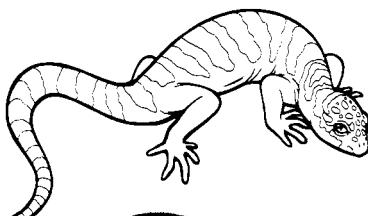
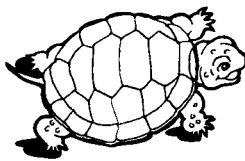
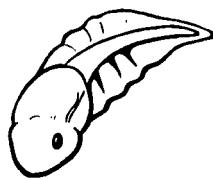
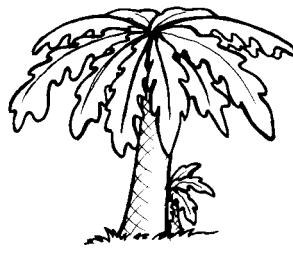
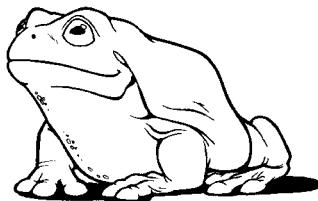
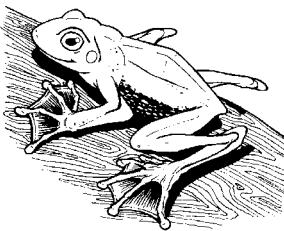
tadpole



turtle



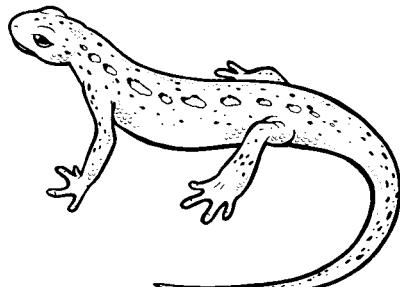
tree



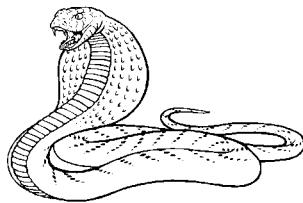
Name \_\_\_\_\_

Say the names of the reptiles in each box.

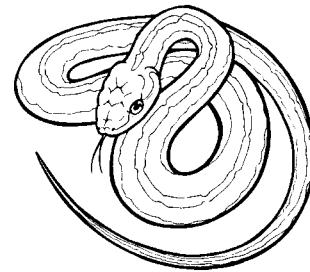
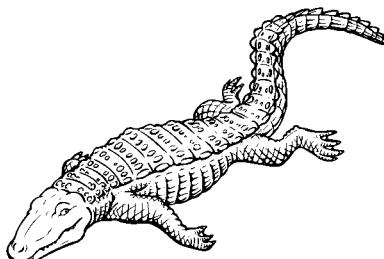
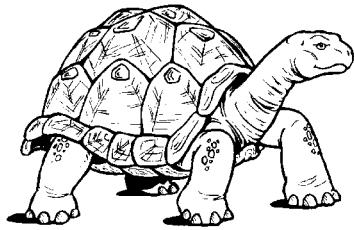
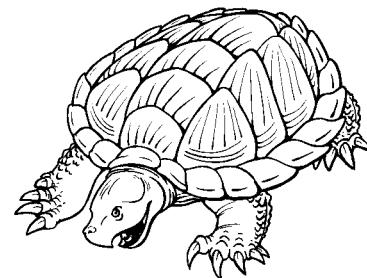
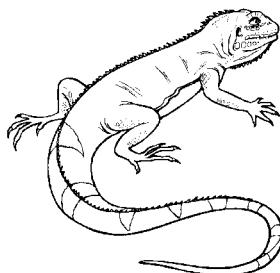
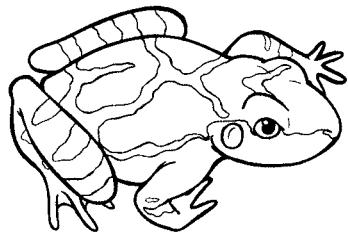
Then write the letter that makes the beginning sound for each picture.



N n



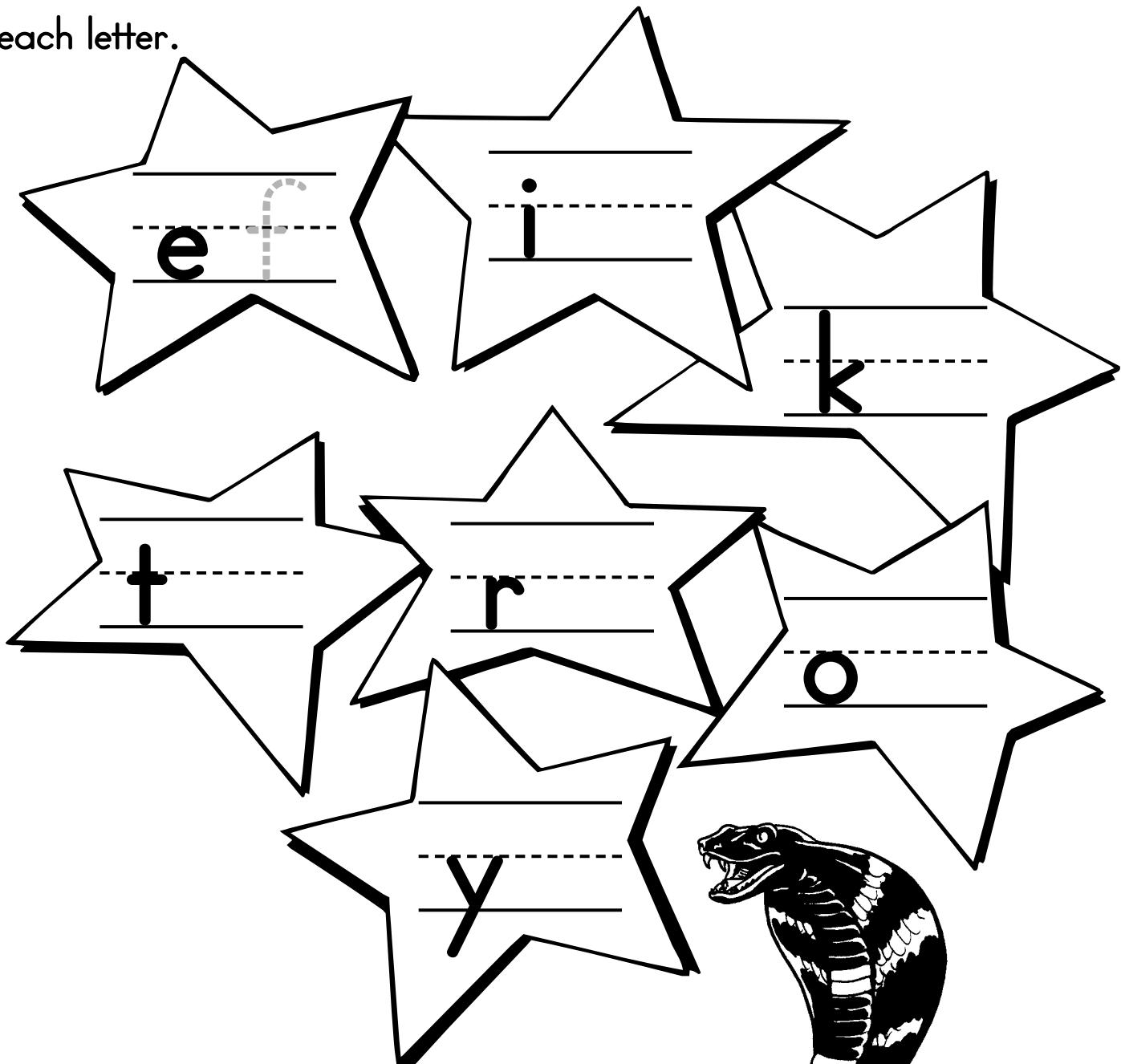
frog	turtle
snake	lizard
tortoise	newt
alligator	cobra



Name \_\_\_\_\_

a b c d e f g h i j k l m n o p q r s t u v w x y z

f comes after e. Write the letter that comes after  
each letter.

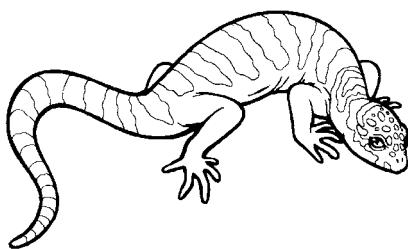


SKILL: WRITE LETTER AFTER

Name \_\_\_\_\_

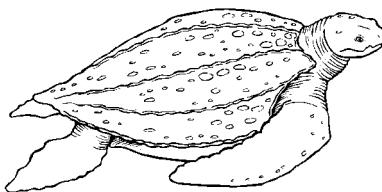
Put the letters in the correct order. Then write the word on the line next to the picture.

k g c o e



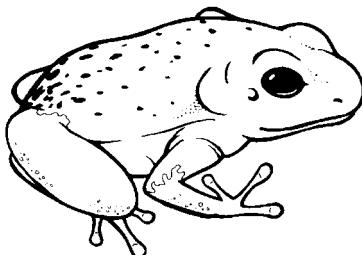
gecko

l t r u e t



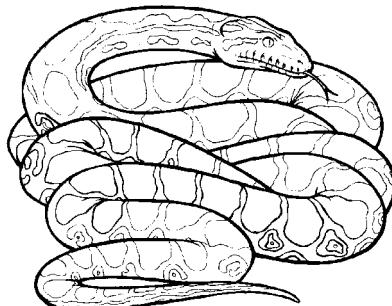
turtle

r f g o



frog

n s k e a



snake

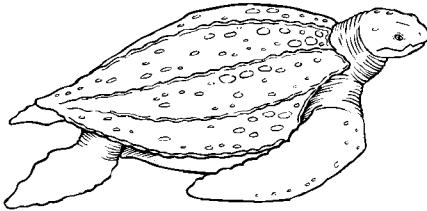
Name \_\_\_\_\_

Write the names of the animals in the crossword puzzle.

(CLUE: For 1 and 2, write the kind of turtle.

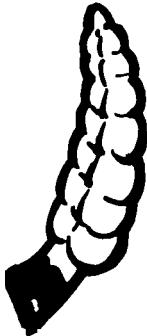
Across:

1.



1			2					3	
---	--	--	---	--	--	--	--	---	--

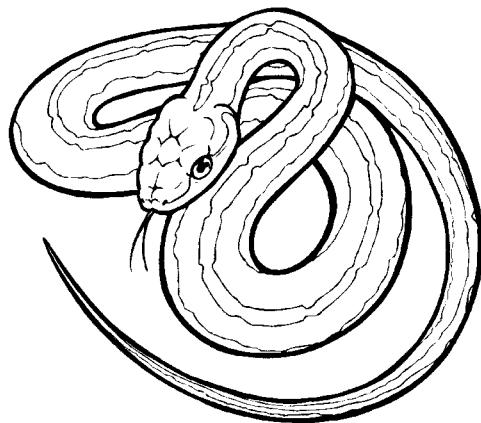
5.



4				
5				

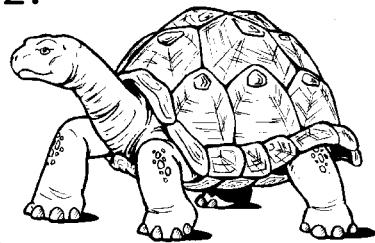
6				

6.



Down:

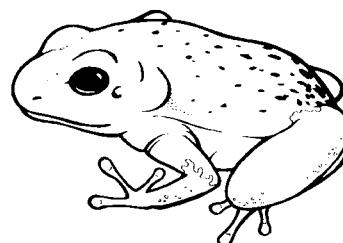
2.



3.



4.



Name \_\_\_\_\_

Circle the answer. Then write the word.

1. Snakes \_\_\_\_\_ their skins when  
they outgrow them.

color      shed

shed

2. A turtles shell is \_\_\_\_\_ .

oval      square

square

3. Geckos \_\_\_\_\_ on insects.

feed      skate

feed

4. Some turtles swim in the \_\_\_\_\_ .

air      sea

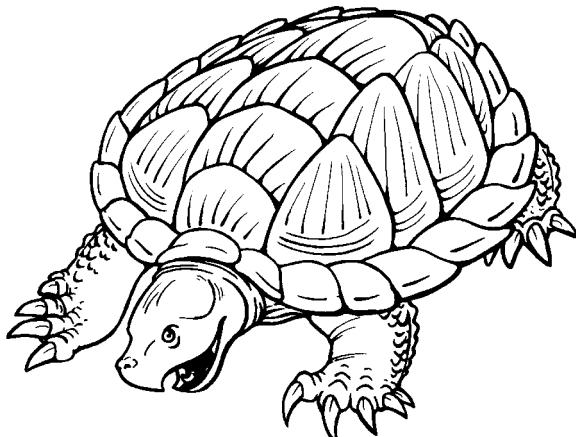
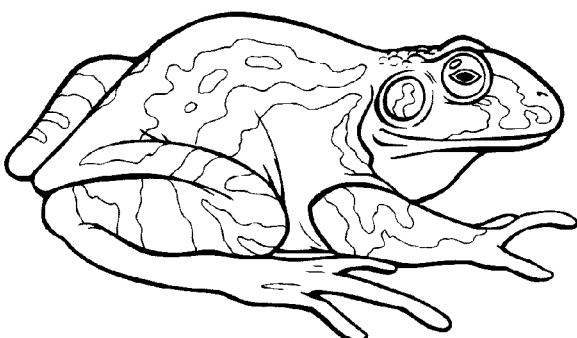
sea

5. Bullfrogs sometimes make a \_\_\_\_\_

croaking noise.

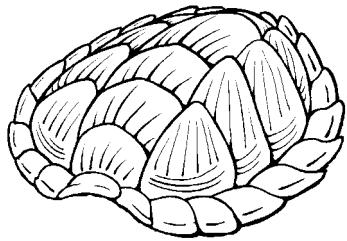
loud      soft

soft



Name \_\_\_\_\_

Circle the word that is spelled correctly. Then write the word in the space provided.



shell

shel

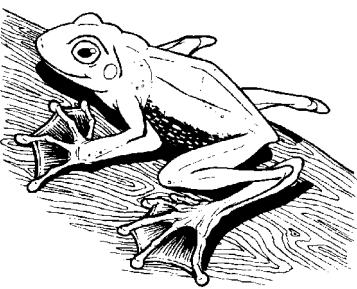
shal



fut

foot

fote



frawg

frogg

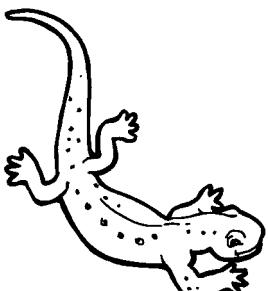
frog



under

undur

oonder



noot

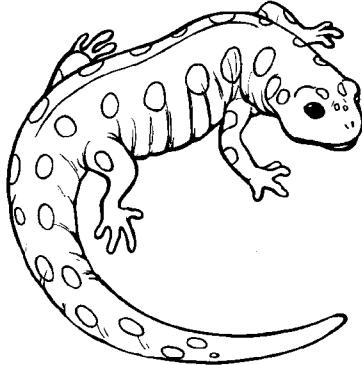
newt

nute

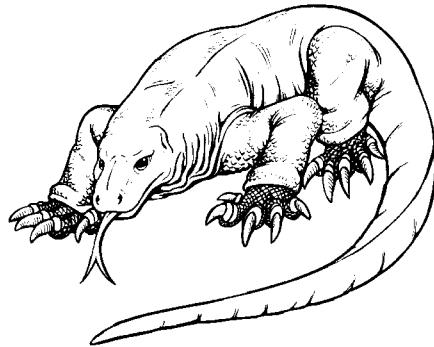
Name \_\_\_\_\_

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

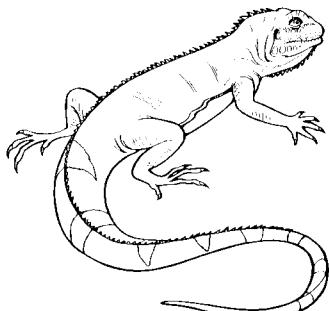
Write the names of the reptiles in A-B-C order.



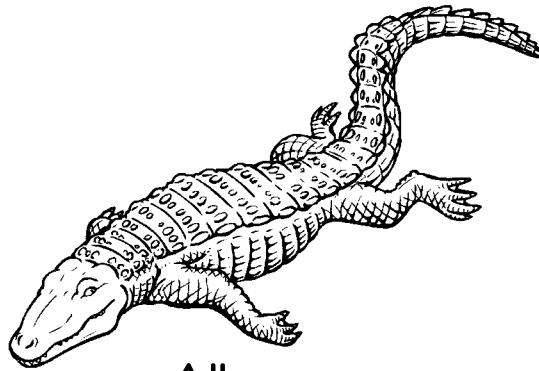
Salamander



Komodo Dragon



Iguana



Alligator

Name \_\_\_\_\_

A B C D E F G H I J K L M N O P Q R S T U V W Y Z

Draw a circle around the first letter of each word.

Then put the words in A-B-C order.

tail

rattle

snake

turtle

tail

snake

newt

gecko

iguana

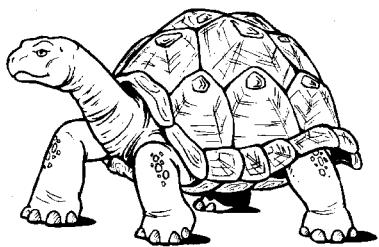
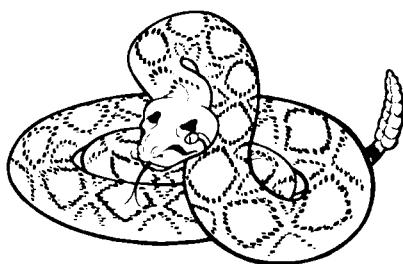
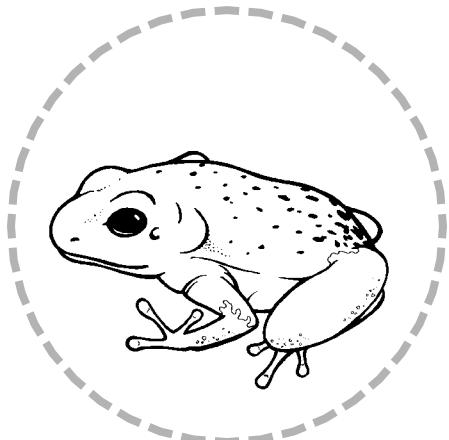
lizard

newt

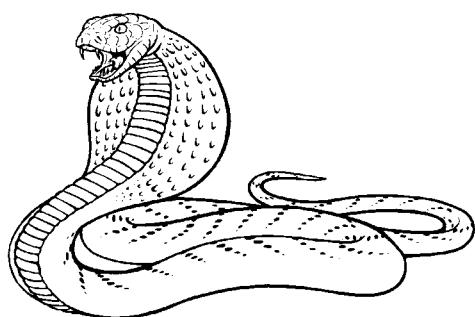
iguana

Name \_\_\_\_\_

Say the names of each reptile/amphibian below. Circle the ones that have a "g" in their name. Write their names.



frog



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Add the double digit numbers.

$$\begin{array}{r} 25 \\ +32 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ +22 \\ \hline \end{array}$$

$$\begin{array}{r} 68 \\ +11 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ +14 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ +45 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ +14 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ +21 \\ \hline \end{array}$$

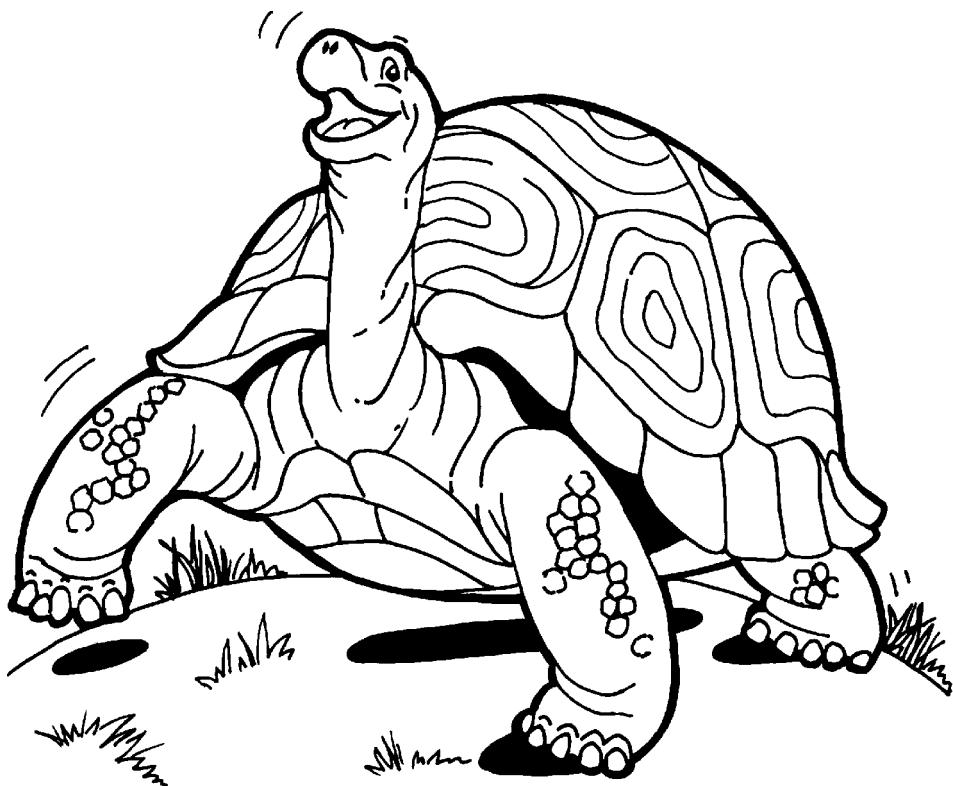
$$\begin{array}{r} 21 \\ +36 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ +46 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ +23 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ +10 \\ \hline \end{array}$$

$$\begin{array}{r} 81 \\ +12 \\ \hline \end{array}$$



Name \_\_\_\_\_

Find the answers to these subtraction problems.

$$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$$

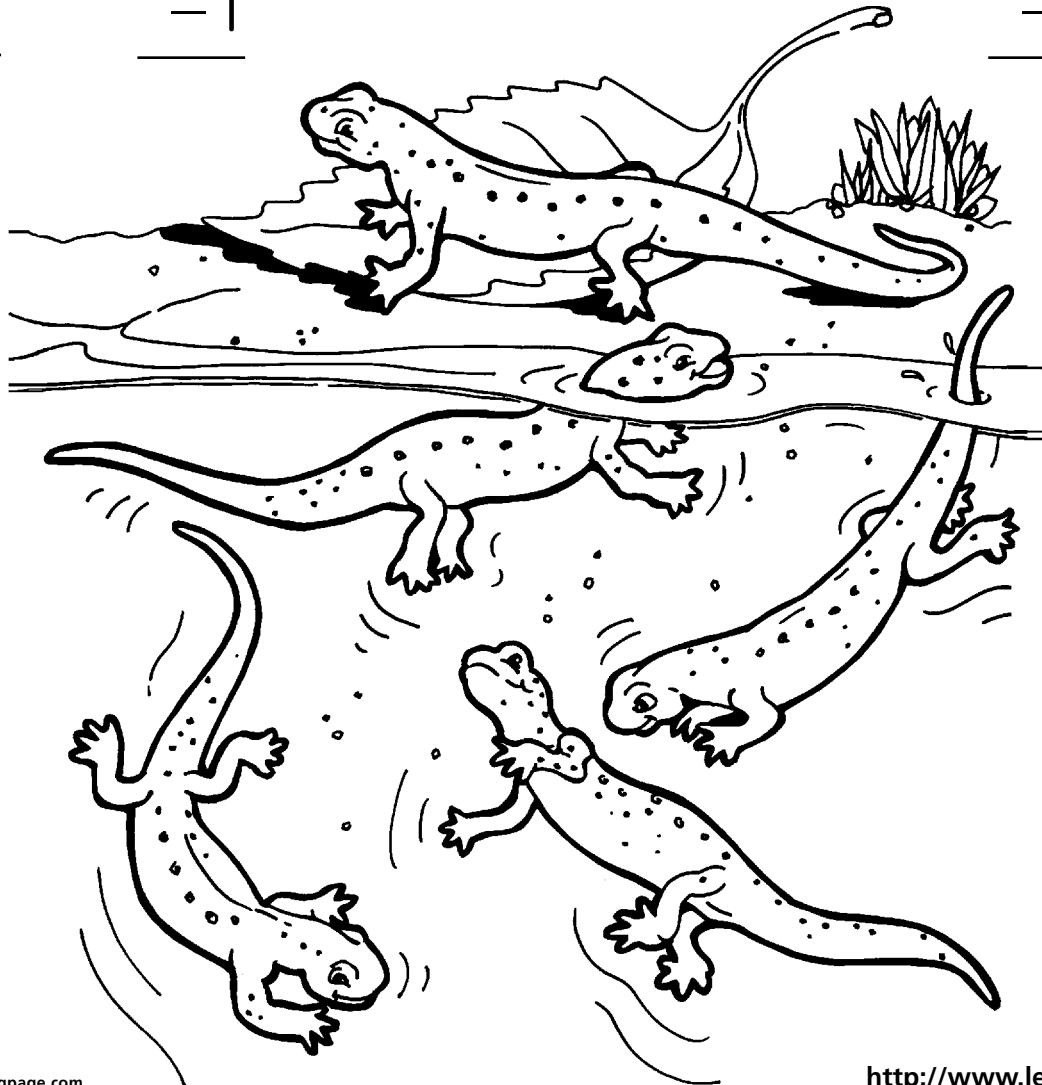
$$\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$$

$$4 \text{ newts} - 1 = \underline{\quad}$$

$$\begin{array}{r} 6 \\ - 6 \\ \hline \end{array}$$



Name \_\_\_\_\_

Circle the number that is greater in each pair.

15

19

33

8

17

20

30

10

39

11

2

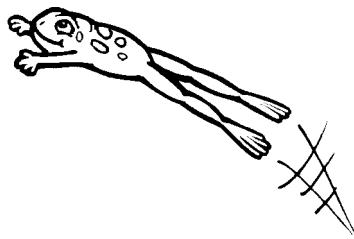
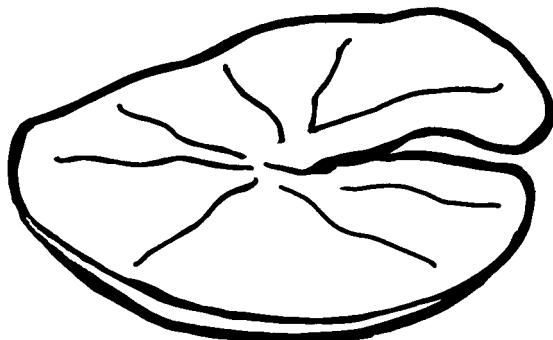
32

28

10

0

51



Circle the number that is less in each pair.

2

3

21

4

17

20

24

12

31

18

21

34

14

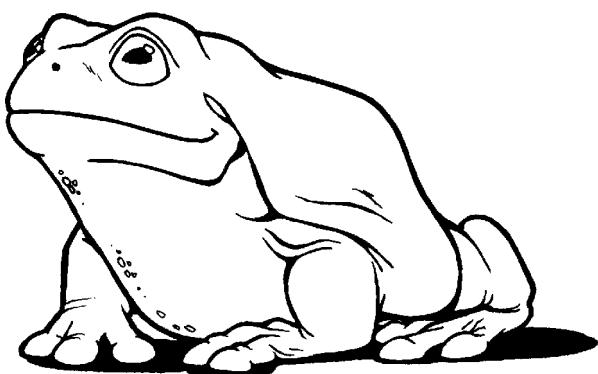
8

13

19

9

11



SKILL: GREATER THAN, LESS THAN

Name \_\_\_\_\_

Write the answers to these subtraction problems.

$$\begin{array}{r} 63 \\ - 13 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ - 11 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ - 27 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ - 20 \\ \hline \end{array}$$

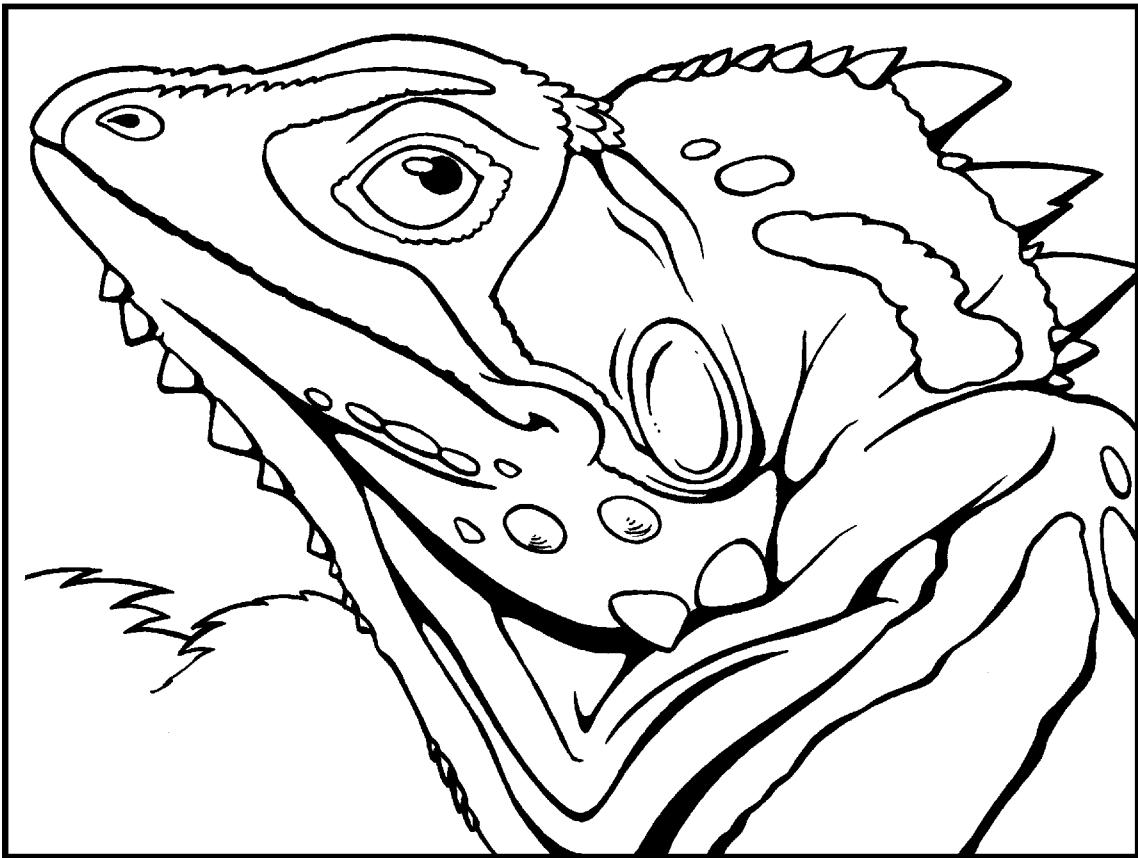
$$\begin{array}{r} 81 \\ - 30 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ - 23 \\ \hline \end{array}$$

$$\begin{array}{r} 97 \\ - 35 \\ \hline \end{array}$$

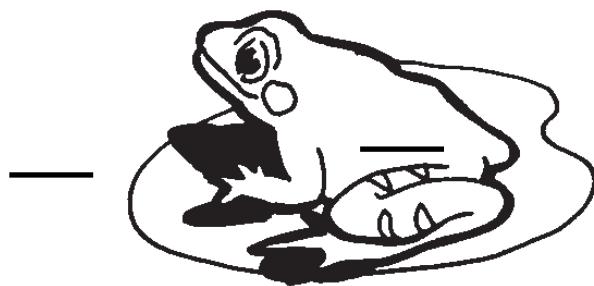
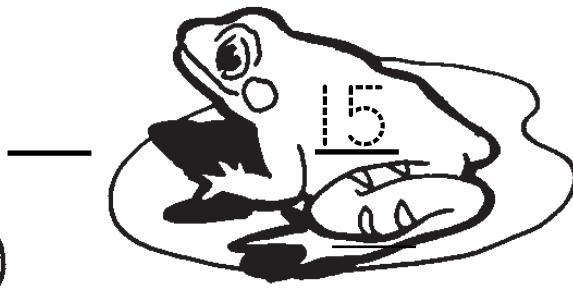
$$\begin{array}{r} 58 \\ - 17 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ - 33 \\ \hline \end{array}$$

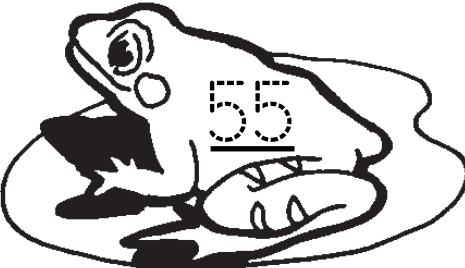
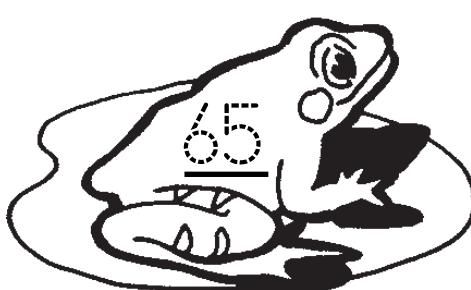
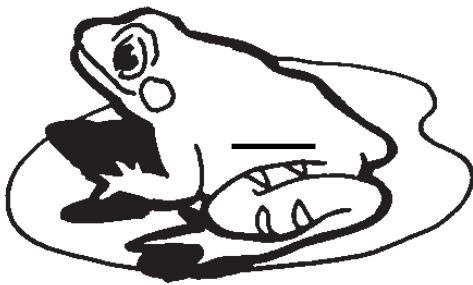


Name \_\_\_\_\_

Count by 5s to 75. Write in the missing numbers.



35

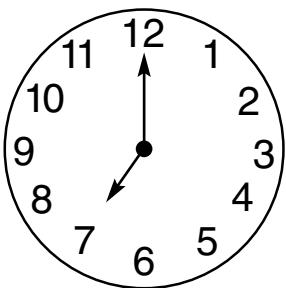


50

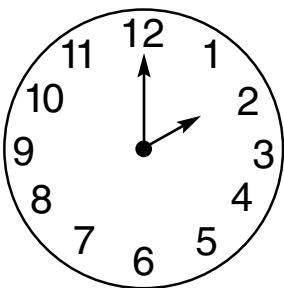


Name \_\_\_\_\_

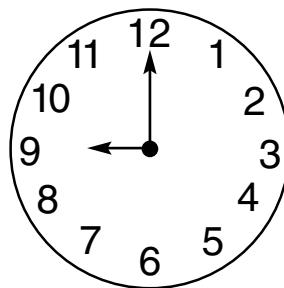
What time is it? Write the correct time below each clock.



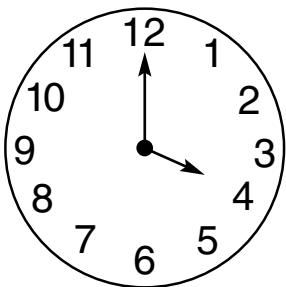
\_\_\_\_\_ o'clock



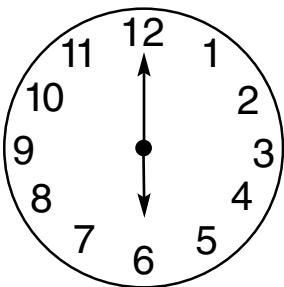
\_\_\_\_\_ o'clock



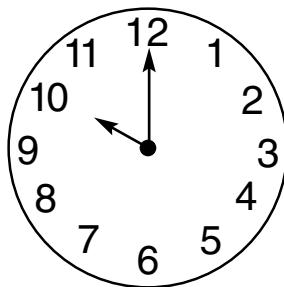
\_\_\_\_\_ o'clock



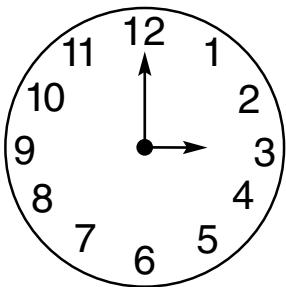
\_\_\_\_\_ o'clock



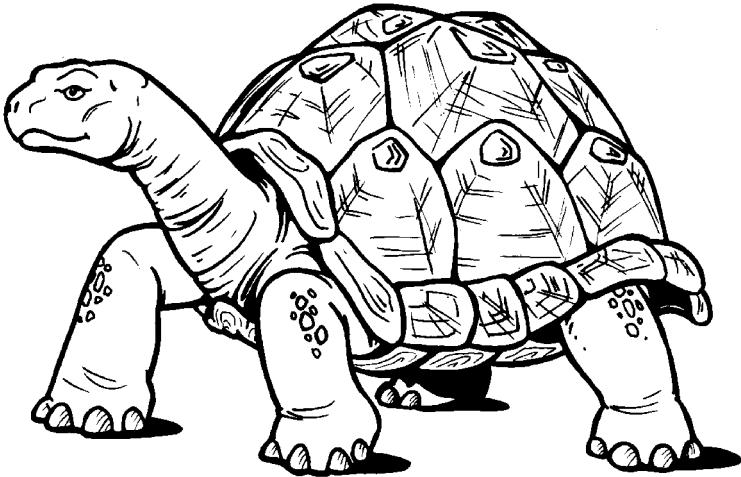
\_\_\_\_\_ o'clock



\_\_\_\_\_ o'clock

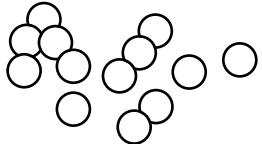


\_\_\_\_\_ o'clock

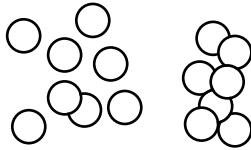


Name \_\_\_\_\_

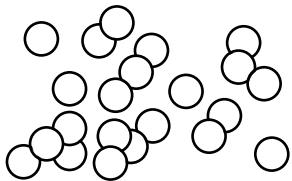
Count the turtle eggs. Write how many tens.  
Write how many ones.



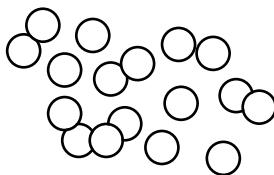
Tens	Ones



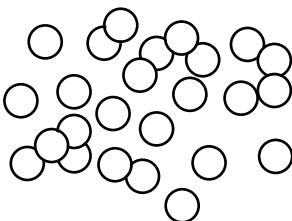
Tens	Ones



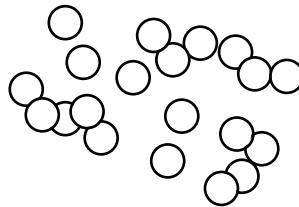
Tens	Ones



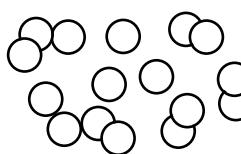
Tens	Ones



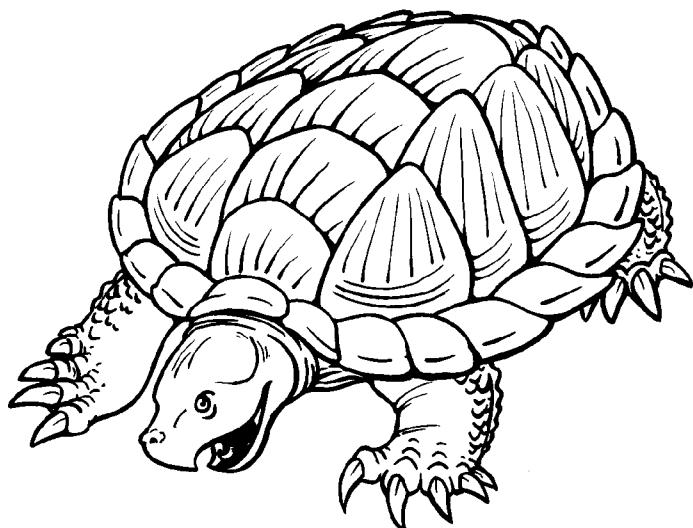
Tens	Ones



Tens	Ones

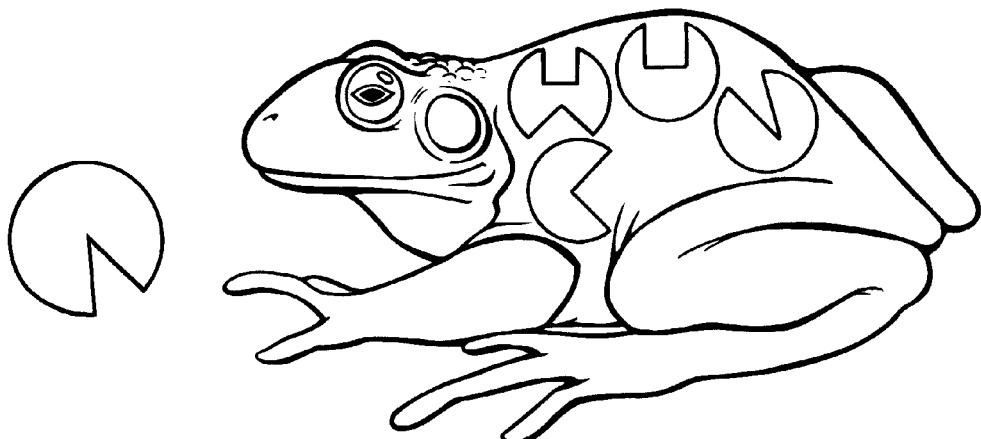


Tens	Ones



Name \_\_\_\_\_

Draw a line to the matching shape.



Name \_\_\_\_\_

Circle the number that is greater in each box.

20 or 15

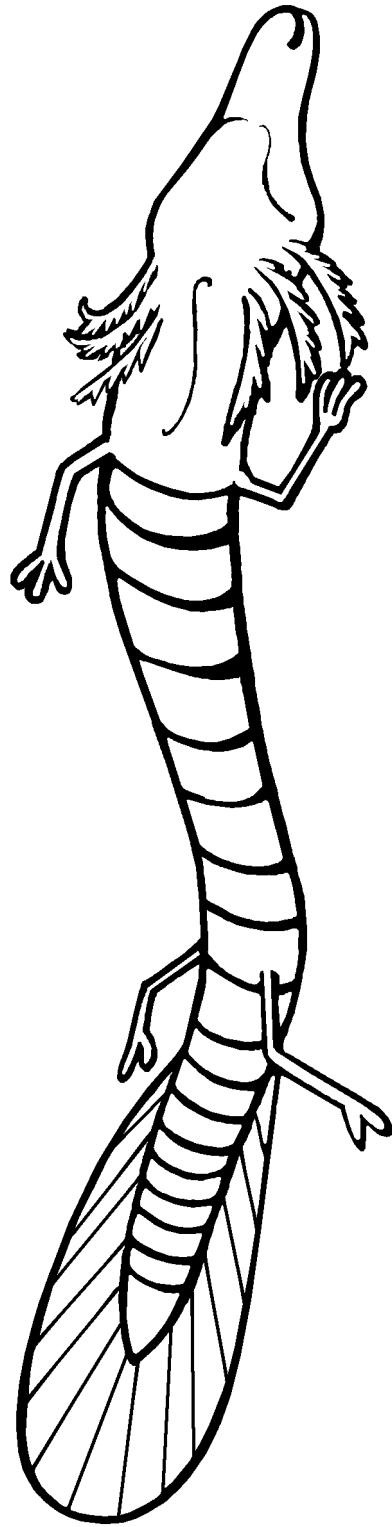
18 or 15

6 or 12

4 or 7

14 or 22

19 or 11



Circle the number that is less in each box.

12 or 16

5 or 8

23 or 19

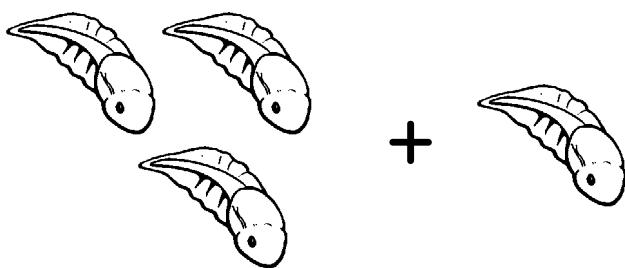
13 or 27

11 or 7

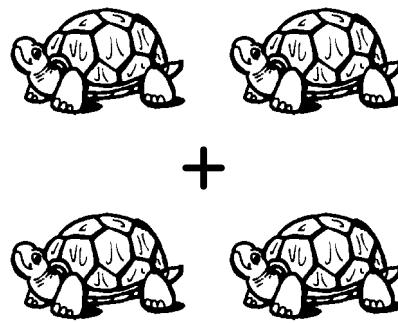
17 or 5

Name \_\_\_\_\_

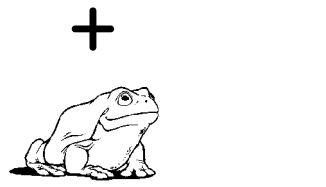
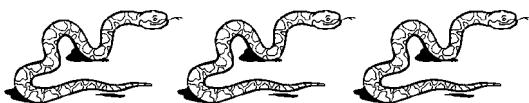
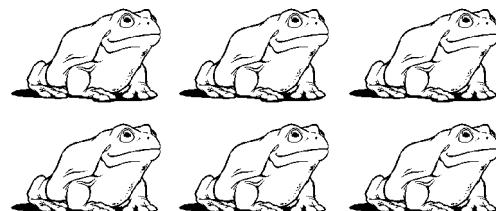
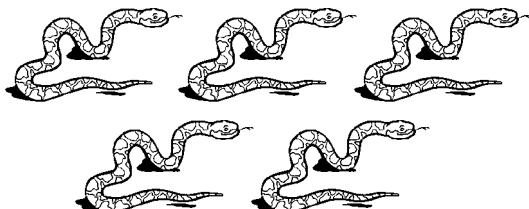
Add the numbers under the pictures.



$3 + 1 = \underline{\quad}$

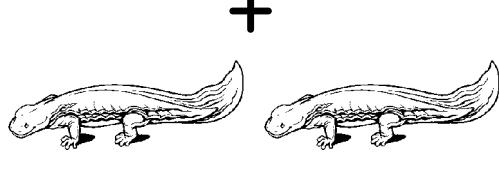
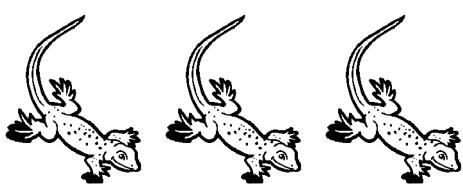
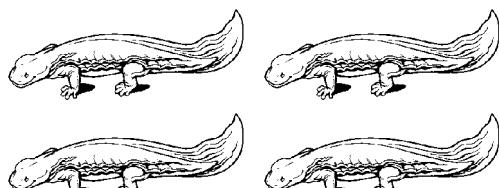
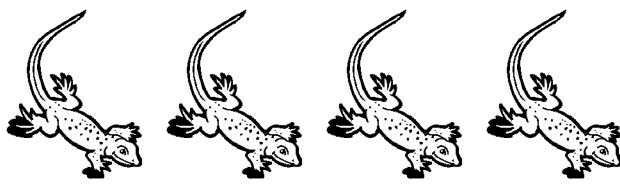


$2 + 2 = \underline{\quad}$



$5 + 3 = \underline{\quad}$

$6 + 1 = \underline{\quad}$

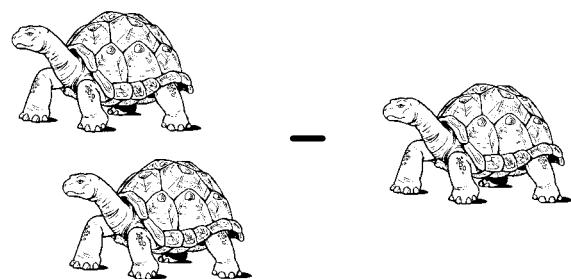
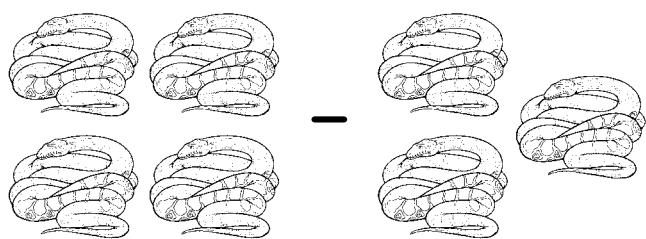


$4 + 3 = \underline{\quad}$

$4 + 2 = \underline{\quad}$

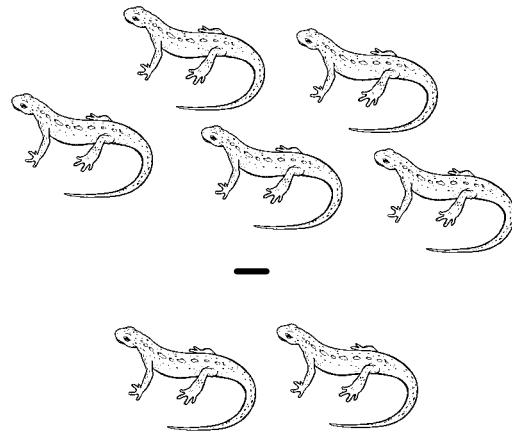
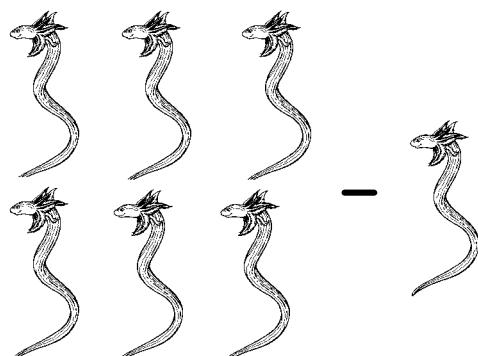
Name \_\_\_\_\_

Subtract the numbers under the pictures.



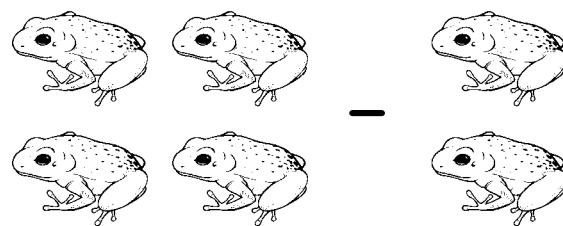
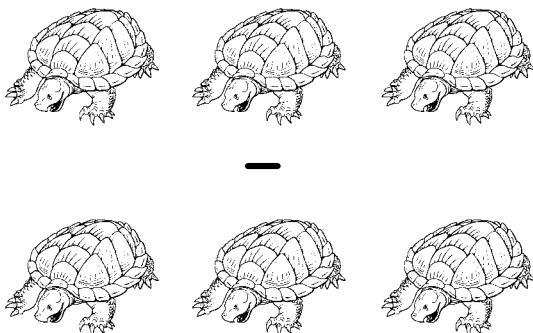
$4 - 3 = \underline{\quad}$

$2 - 1 = \underline{\quad}$



$6 - 1 = \underline{\quad}$

$5 - 2 = \underline{\quad}$



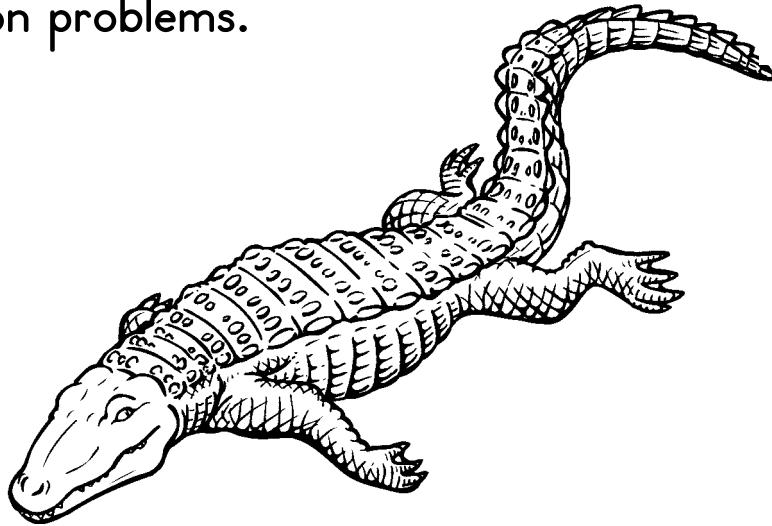
$3 - 3 = \underline{\quad}$

$4 - 2 = \underline{\quad}$

Name \_\_\_\_\_

Solve these addition problems.

$$\begin{array}{r} - \\ 6 \\ + 2 \\ \hline \end{array}$$



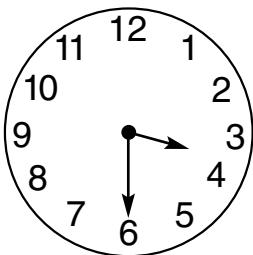
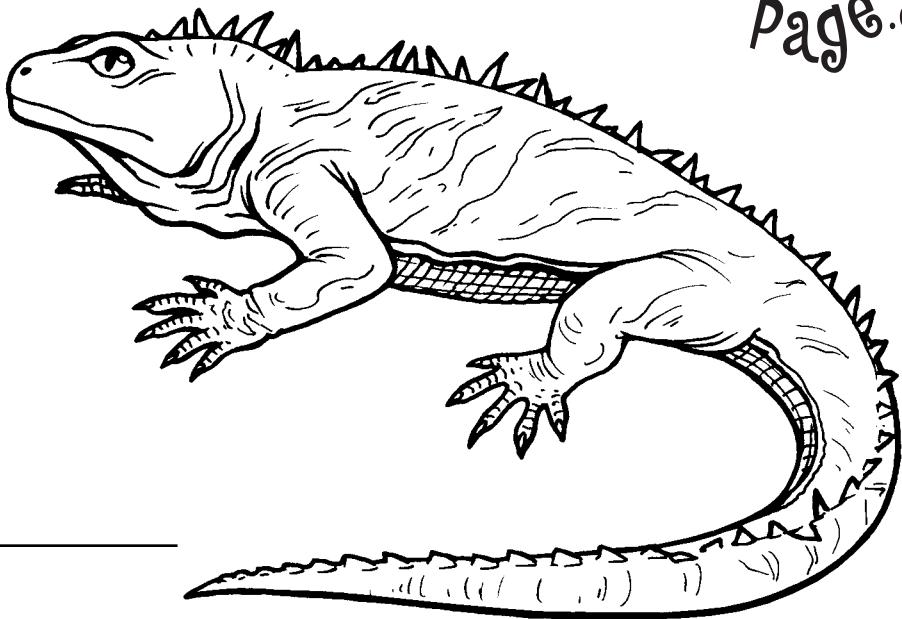
$$\begin{array}{r} 2 & 8 & 4 & 4 \\ 5 & 1 & 8 & 7 \\ + 3 & + 4 & + 3 & + 4 \\ \hline & & & \end{array}$$

$$\begin{array}{r} 1 & 5 & 8 & 3 \\ 8 & 9 & 2 & 3 \\ + 5 & + 2 & + 6 & + 4 \\ \hline & & & \end{array}$$

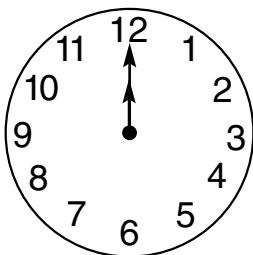
$$\begin{array}{r} 6 & 2 & 8 & 5 \\ 7 & 7 & 0 & 7 \\ + 3 & + 4 & + 3 & + 8 \\ \hline & & & \end{array}$$

Name \_\_\_\_\_

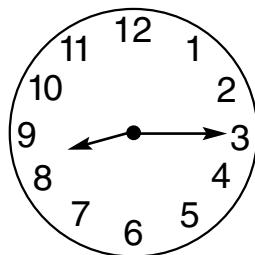
What time is it?



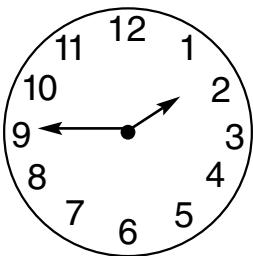
\_\_\_\_\_



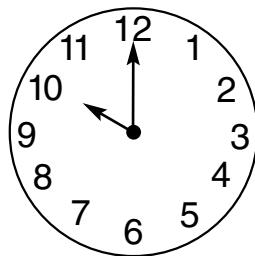
\_\_\_\_\_



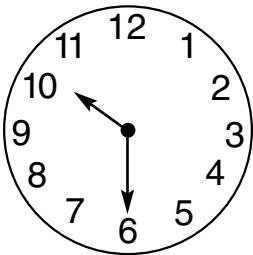
\_\_\_\_\_



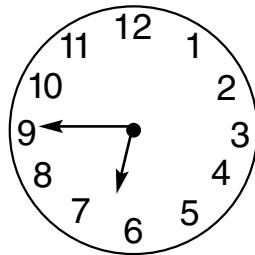
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



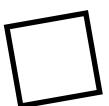
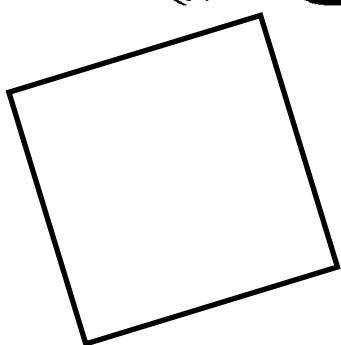
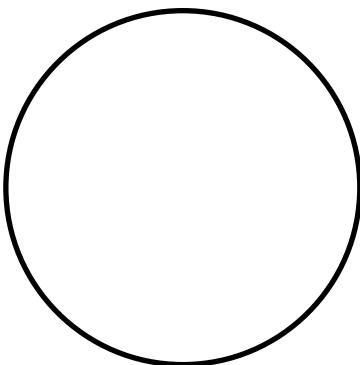
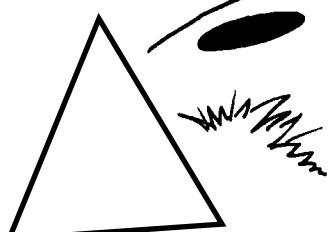
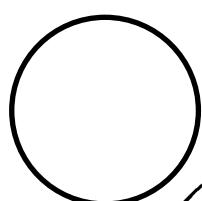
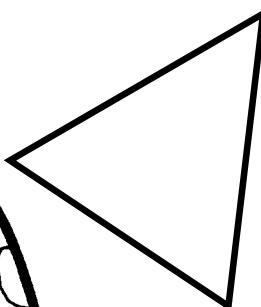
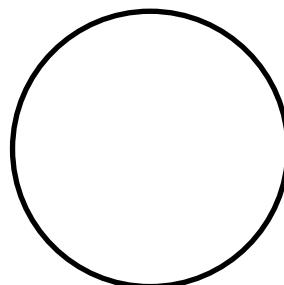
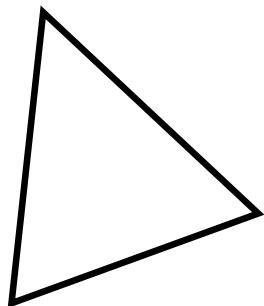
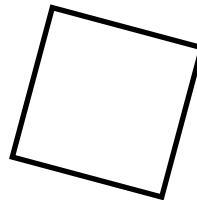
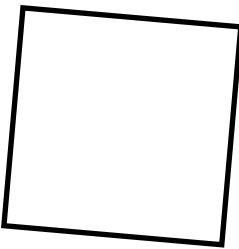
\_\_\_\_\_

Name \_\_\_\_\_

Color the circles red.

Color the squares blue.

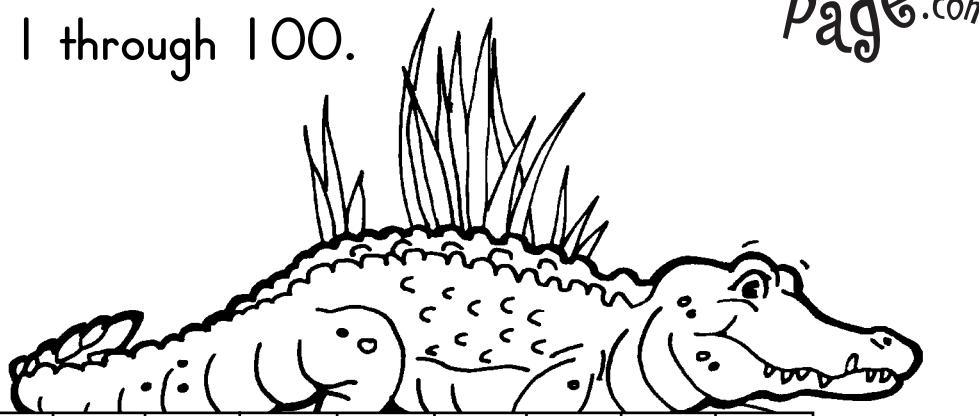
Color the triangles yellow.



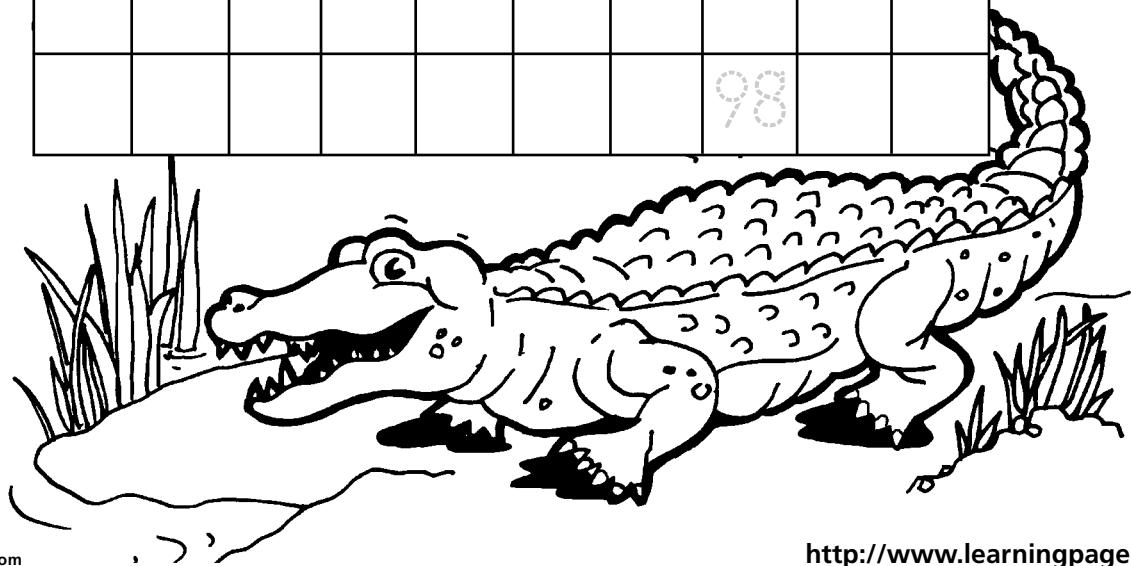
Name \_\_\_\_\_

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Write the numbers 1 through 100.



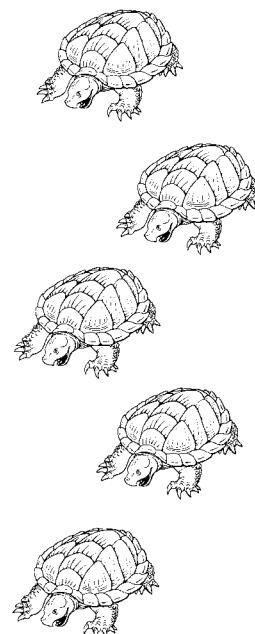
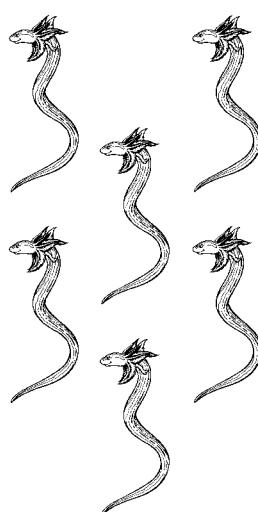
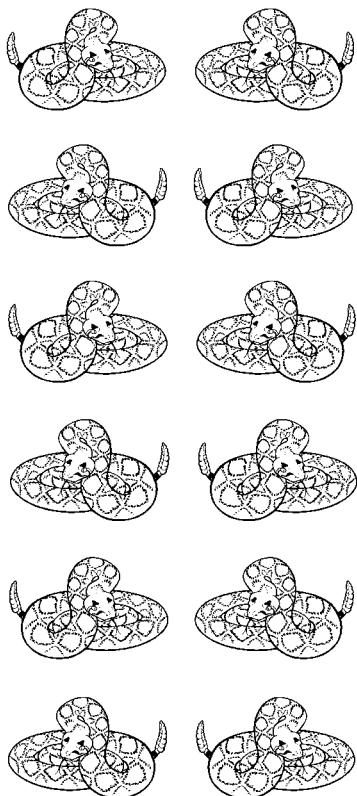
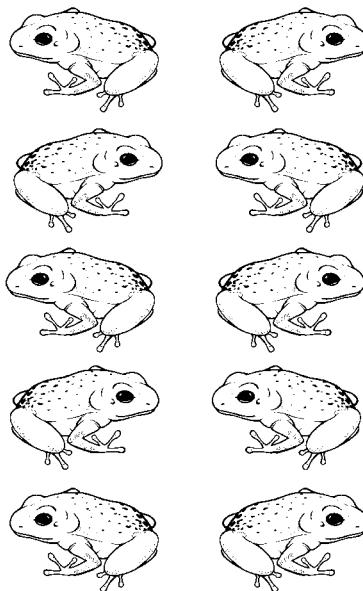
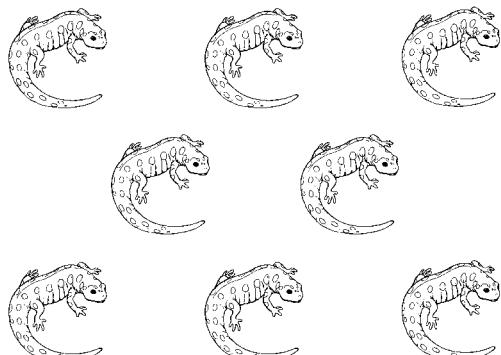
A 10x10 grid for handwriting practice. The grid consists of 100 squares. In the top-left square, there is a dashed outline of the number '2'. In the top-middle square, there is a dashed outline of the number '3'. In the middle-right square, there is a dashed outline of the number '4'. In the bottom-left square, there is a dashed outline of the number '7'. In the bottom-right square, there is a dashed outline of the number '98'.



Name \_\_\_\_\_

Count how many animals are in each group.

Write the number on the line.



SKILL: COUNT AND WRITE

Name \_\_\_\_\_

Circle the number that is greater in each box.

30 or 20

11 or 19

24 or 42

7 or 9

0 or 9

33 or 31

Circle the number that is less in each box.

41 or 47

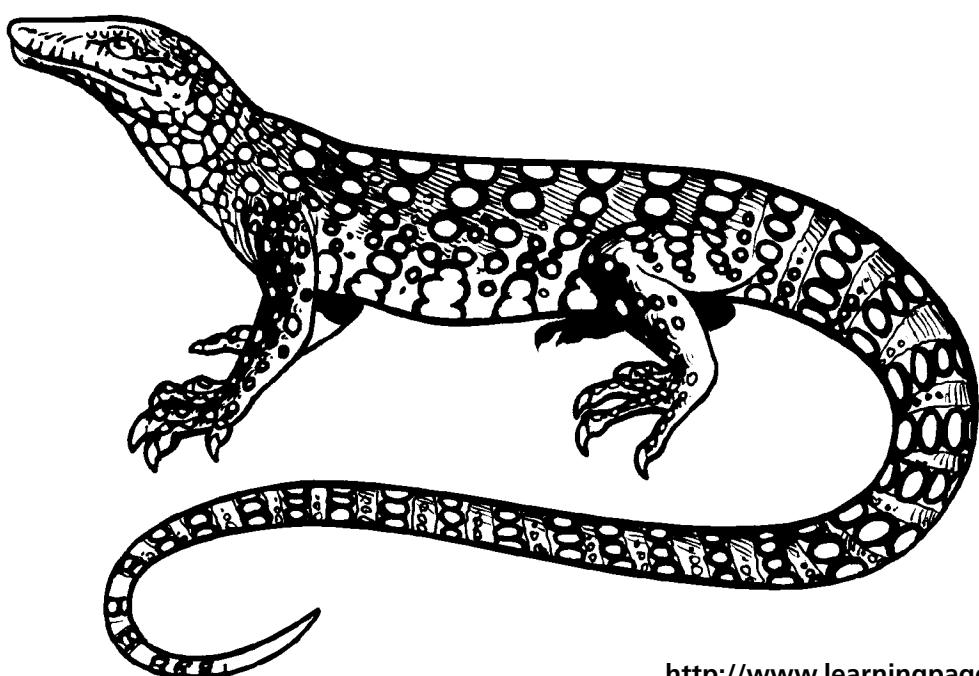
5 or 7

11 or 9

40 or 29

23 or 32

10 or 1



SKILL: GREATER THAN, LESS THAN

Name \_\_\_\_\_

Write the number that comes after on each line.

99 \_\_\_\_\_

47 \_\_\_\_\_

21 \_\_\_\_\_

56 \_\_\_\_\_

76 \_\_\_\_\_

14 \_\_\_\_\_

10 \_\_\_\_\_

63 \_\_\_\_\_

58 \_\_\_\_\_

33 \_\_\_\_\_

38 \_\_\_\_\_

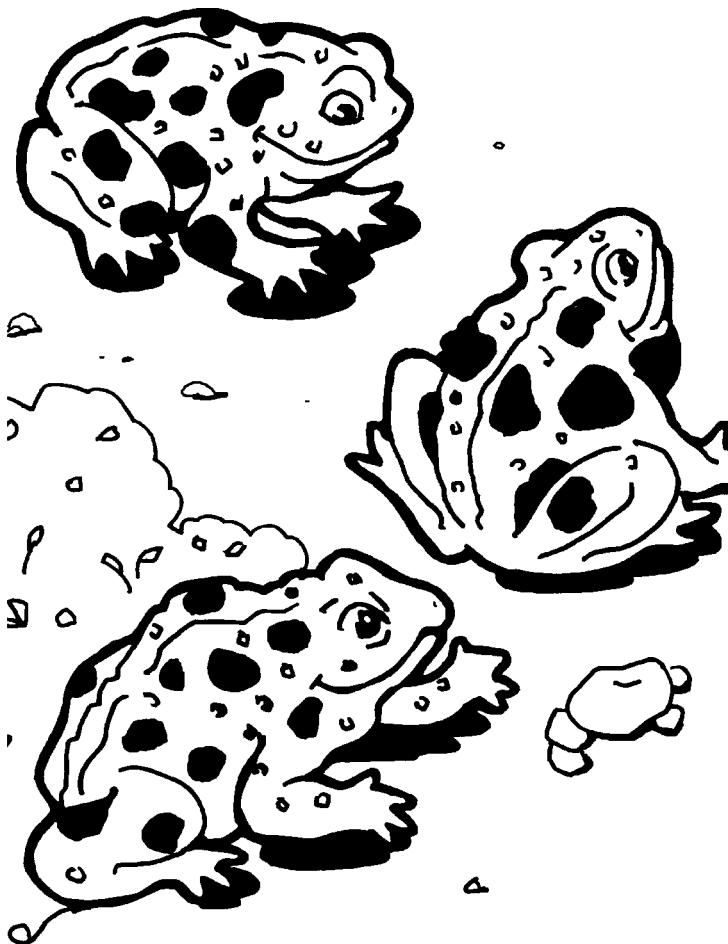
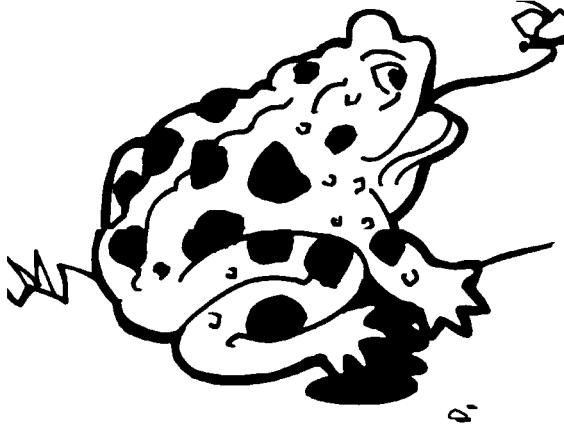
84 \_\_\_\_\_

12 \_\_\_\_\_

67 \_\_\_\_\_

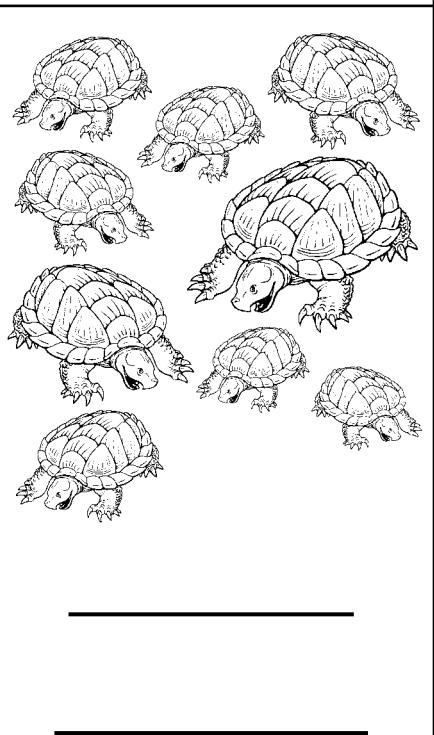
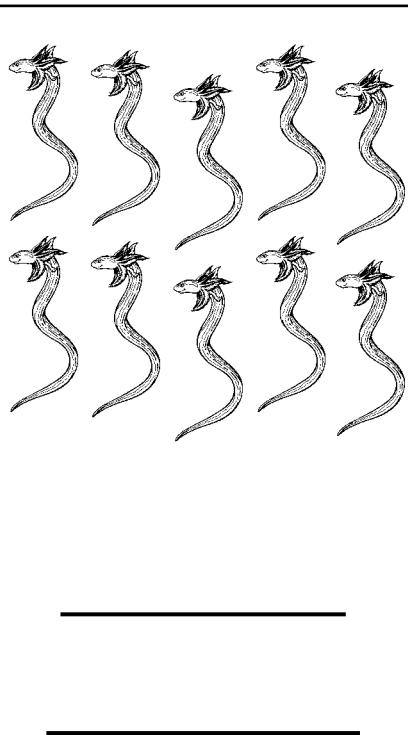
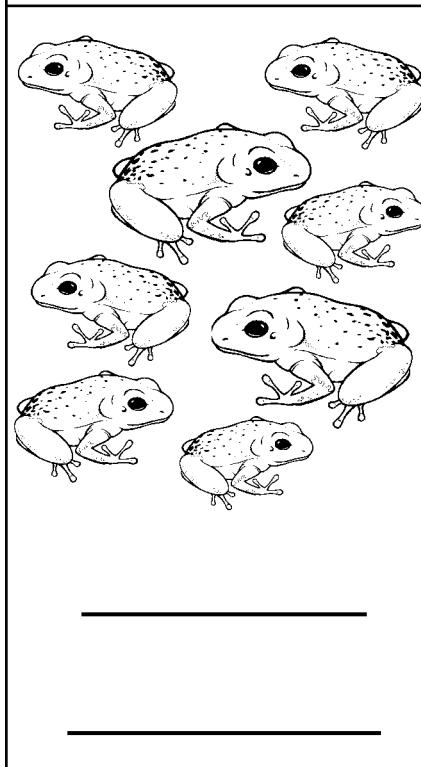
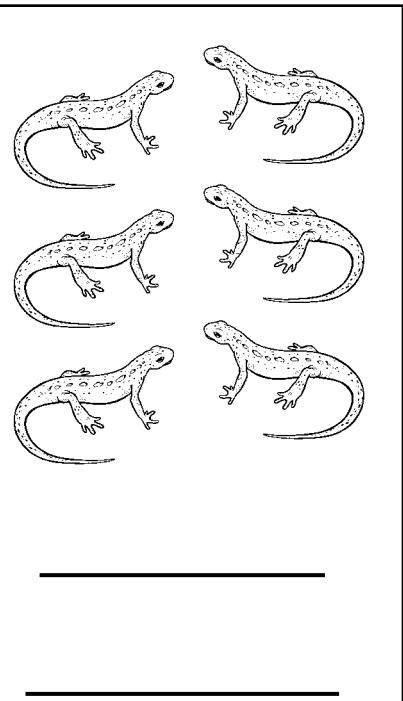
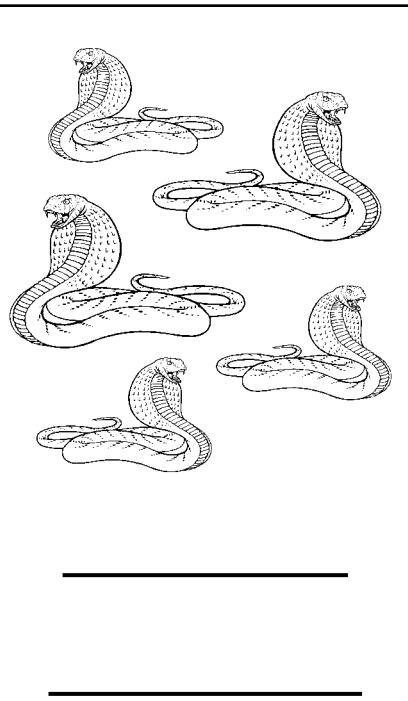
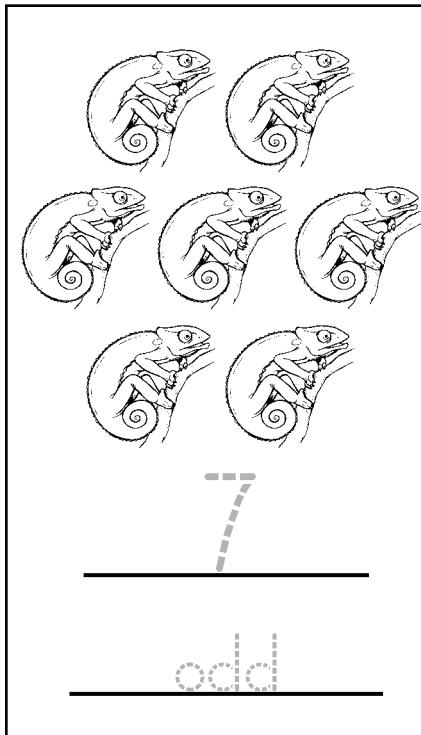
86 \_\_\_\_\_

19 \_\_\_\_\_



Name \_\_\_\_\_

Count how many animals are in each group. Write the number on each line. Then write whether it is odd or even.



Name \_\_\_\_\_

Add the double digit numbers.

$$\begin{array}{r} 10 \\ +12 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ +13 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ +39 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ +51 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ +34 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ +51 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ +28 \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ +31 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ +21 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ +62 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ +41 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ +33 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ +53 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ +50 \\ \hline \end{array}$$

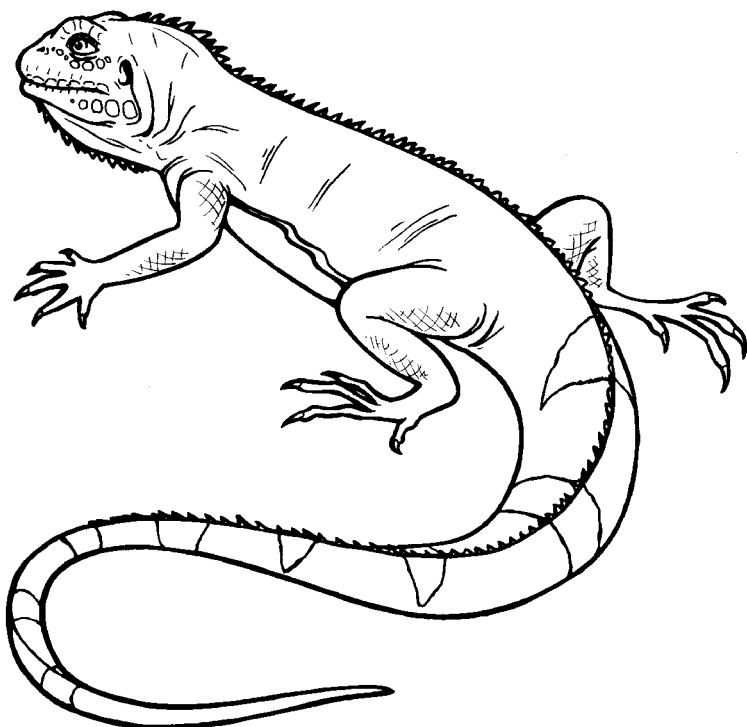
$$\begin{array}{r} 11 \\ +66 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ +31 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ +63 \\ \hline \end{array}$$

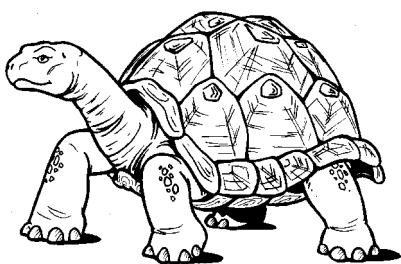
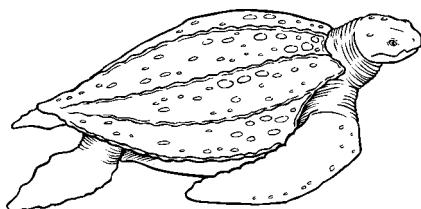
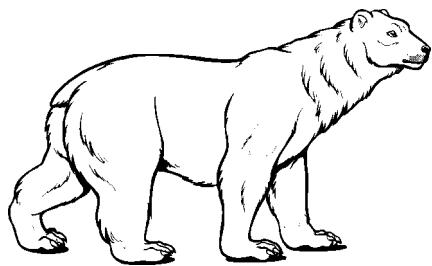
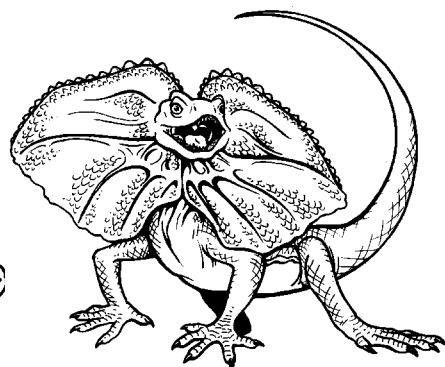
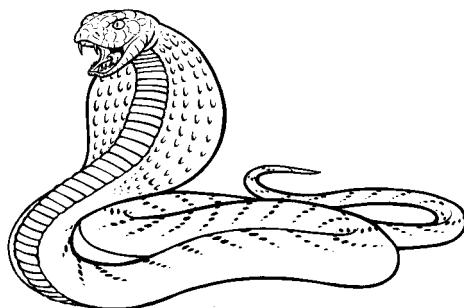
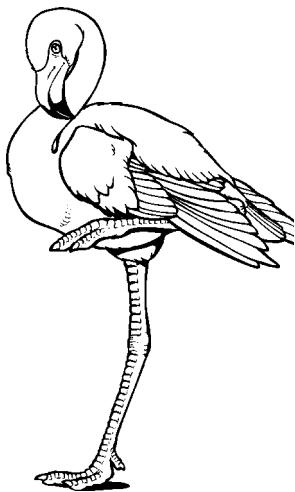
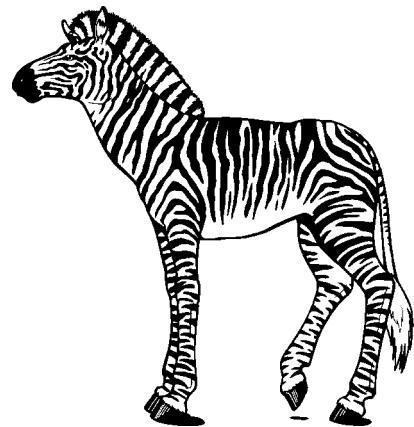
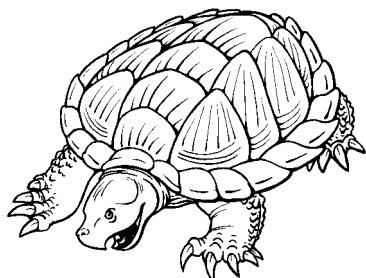
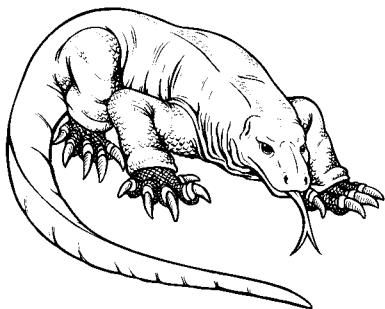
$$\begin{array}{r} 70 \\ +30 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ +72 \\ \hline \end{array}$$



Name \_\_\_\_\_

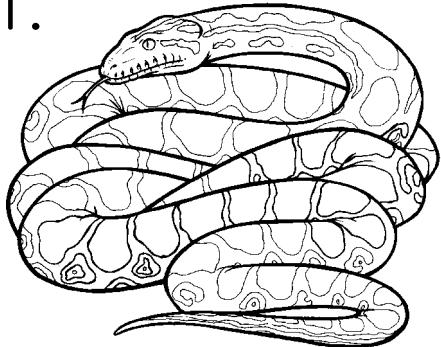
Color the reptiles.



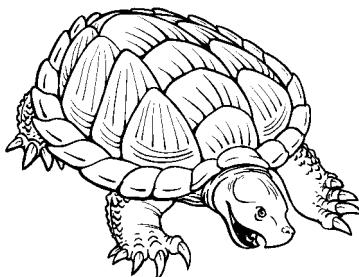
Name \_\_\_\_\_

Reptiles are all cold-blooded vertebrates, but they do not all look the same. Write the number of the reptile next to the sentence that describes it.

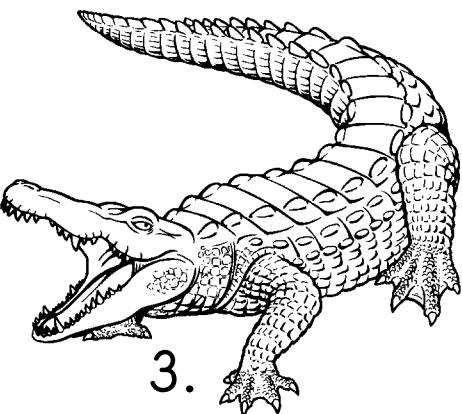
1.



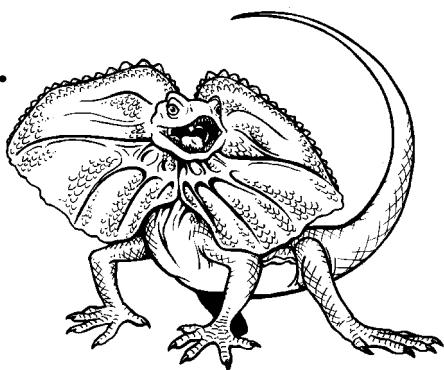
2.



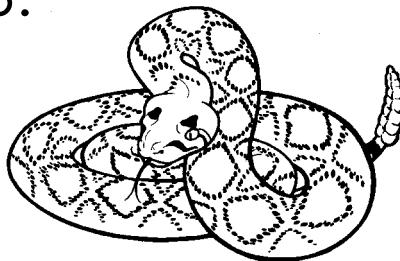
3.



4.



5.



\_\_\_\_\_ The diamondback rattlesnake has a rattle on its tail and a diamond pattern on its body.

\_\_\_\_\_ The American crocodile is an endangered species. It can be 7 to 15 feet long.

\_\_\_\_\_ The anaconda is the largest snake in the world.

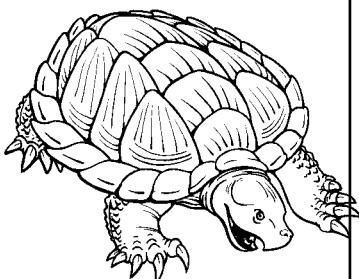
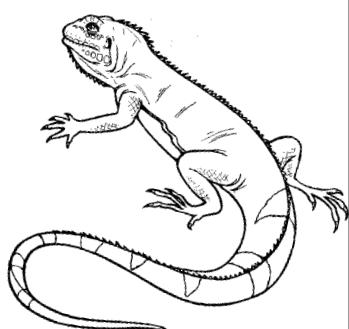
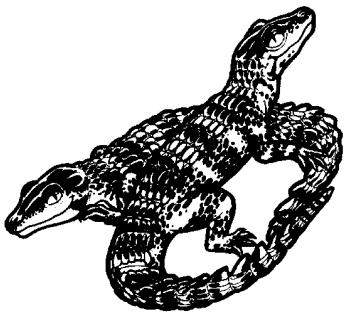
\_\_\_\_\_ The alligator snapping turtle is protected from its enemies by a hard outer shell.

\_\_\_\_\_ The frilled lizard can run upright on its back legs.

Name \_\_\_\_\_

Look at the letters and find the following  
reptiles in the word-find puzzle below.

dragon	garter snake	tortoise	rattlesnake
crocodile	lizard	leatherback	alligator



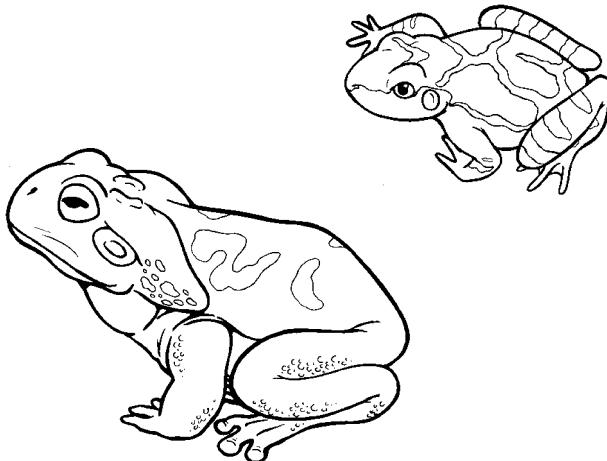
Z R F E O N G V Z G O O T M F  
L E A T H E R B A C K O A A G  
W R A N Q O R R Y N R N R C A  
C H O C D F T S S T T N E R R  
N Y L M H O E R O A O Q T O T  
O H L A I L E I R T H C S C E  
G N E K I N S A L L D L B O R  
A S V R R E N A X I T S O D S  
R A R A K L A Z D Z T W L I N  
D I G J V O K M F A Z K W L A  
I A L L I G A T O R J W H E K  
F W M W E H K V K D K J M N E  
Y Y N W R U K H F V M W L Q S  
R A T T L E S N A K E T P F Q  
R F O S U H E C Y C H Q S S W

SKILL: RECOGNIZE REPTILE NAMES

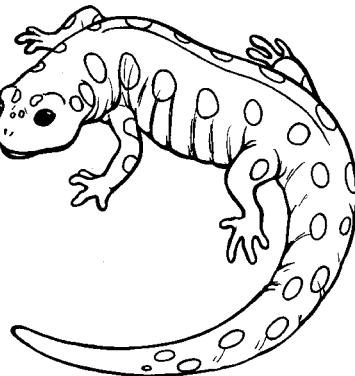
Name \_\_\_\_\_

Draw a line from the amphibian or reptile to its name.

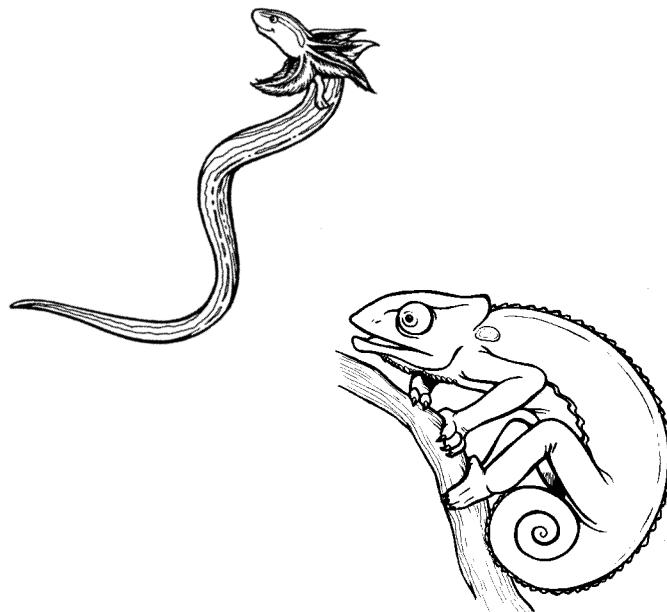
greater siren



giant toad



chameleon



salamander

spring peeper

Name \_\_\_\_\_

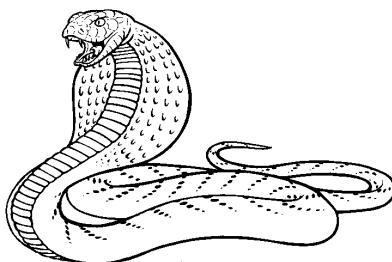
Using your Fact Files, write the names of the following reptiles and amphibians under the correct group name.

Reptile

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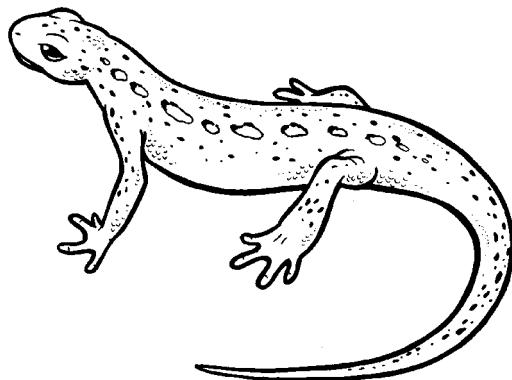
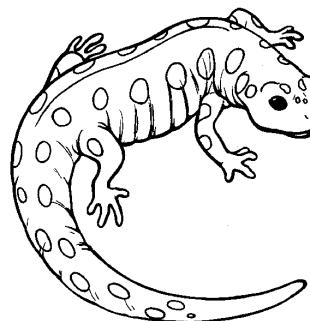
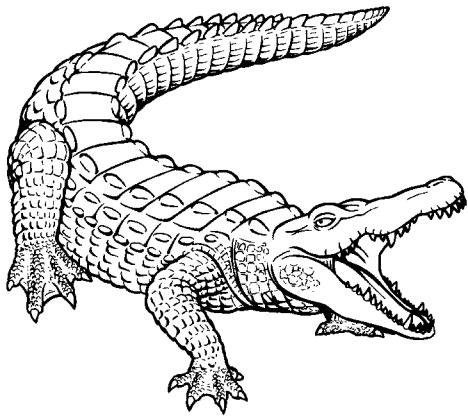
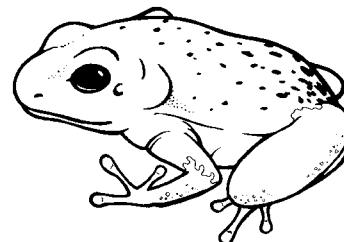
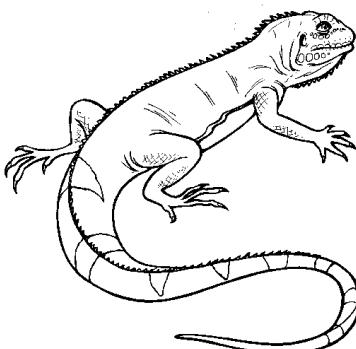
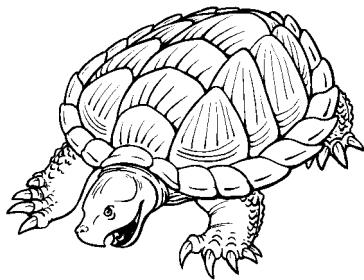
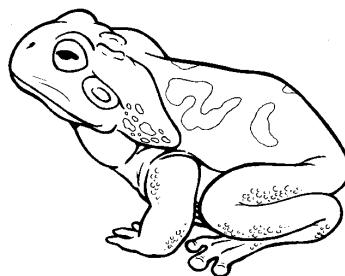


Amphibian

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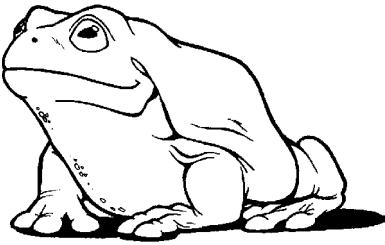
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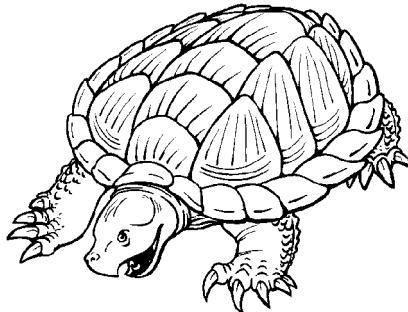


Name \_\_\_\_\_

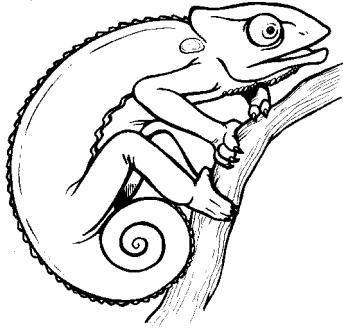
Decide whether the animal in the picture is a reptile or an amphibian. Circle the word. Color the animals.



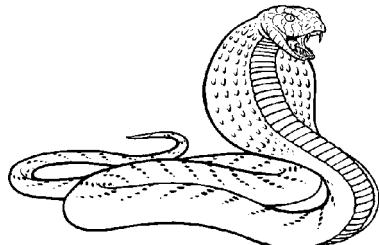
reptile      amphibian



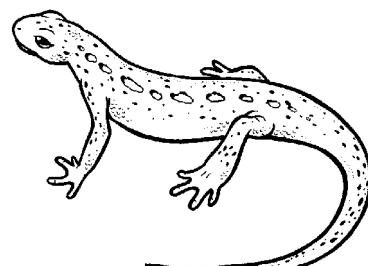
reptile      amphibian



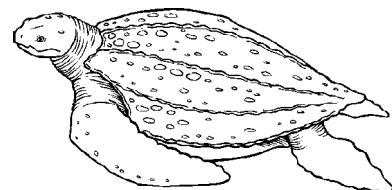
reptile      amphibian



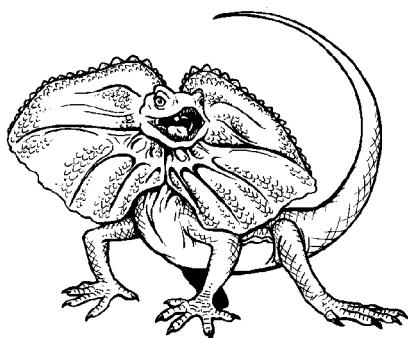
reptile      amphibian



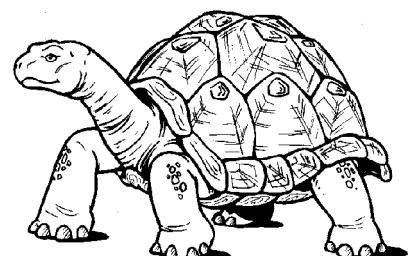
reptile      amphibian



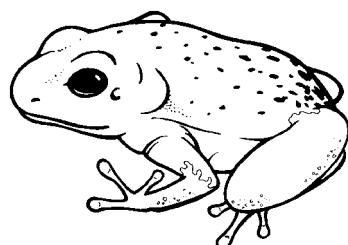
reptile      amphibian



reptile      amphibian



reptile      amphibian

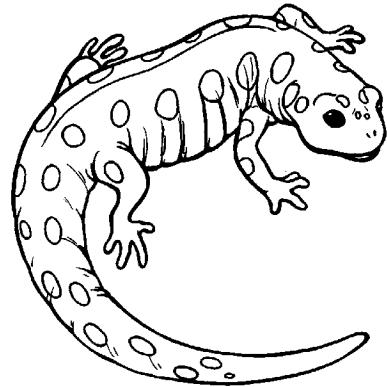
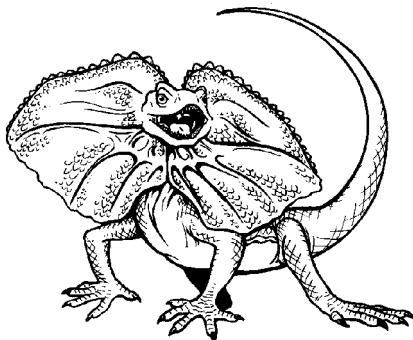
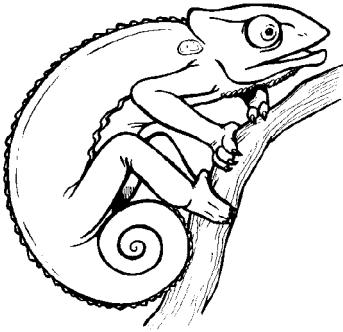
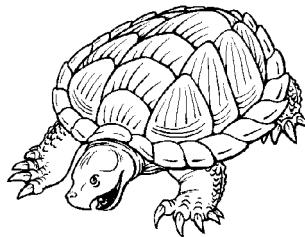
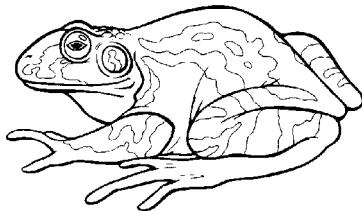
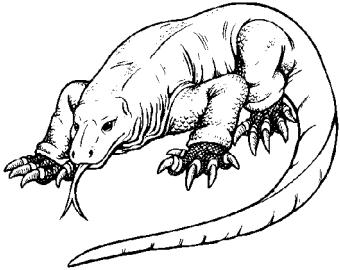


reptile      amphibian

Name \_\_\_\_\_

Pick each reptile or amphibian's "special" feature from the list and write it under the animal's picture.

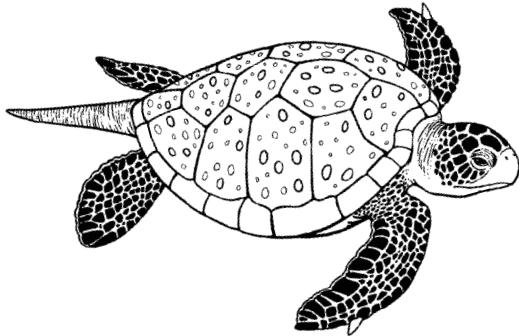
wormlike tongue	runs upright	great jumper
lives underground	largest lizard	changes color



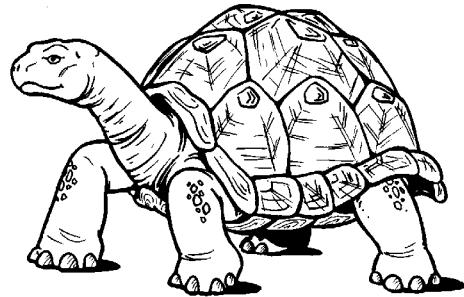
SKILL: WRITE REPTILE AND AMPHIBIAN CHARACTERISTICS

Name \_\_\_\_\_

Turtles are reptiles. There are many kinds of turtles.  
Here are two kinds of turtles.



This is a green sea turtle. It lives in the ocean. It can live to be 80 years old. It eats plants, but young turtles may eat insects, worms, and other animals.



This is a Galapagos giant tortoise. It lives on land. It can live 100 years or more. It eats many kinds of plants, including cacti.

green sea turtle

reptile?

yes

Galapagos giant tortoise

yes

ocean  
dweller?

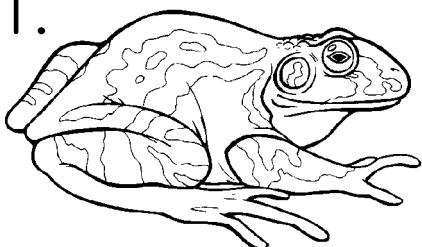
eats plants?

lives to be  
100?

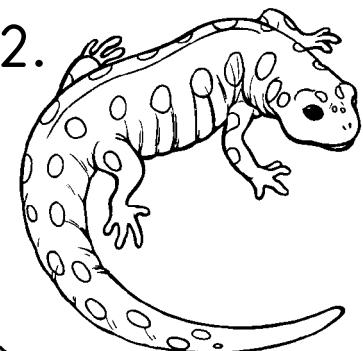
Name \_\_\_\_\_

There are many kinds of amphibians. Write the number of the amphibian next to the sentences that describes it.

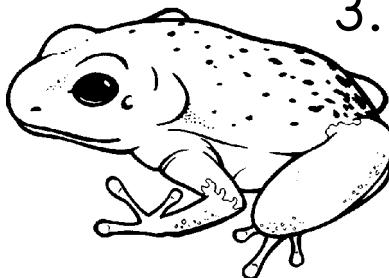
1.



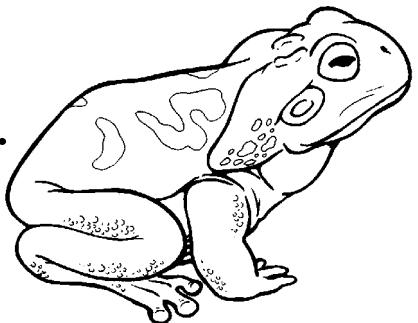
2.



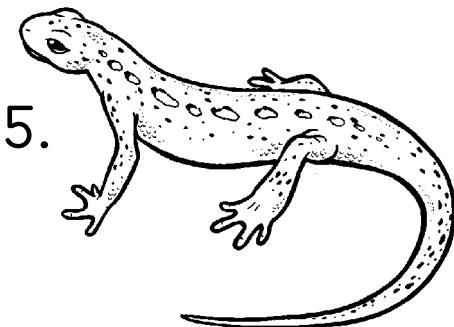
3.



4.



5.



\_\_\_\_\_ The spotted salamander's breeding grounds are being damaged by pollution.

\_\_\_\_\_ The strawberry poison-arrow frog's poison causes instant death to any animal that eats it.

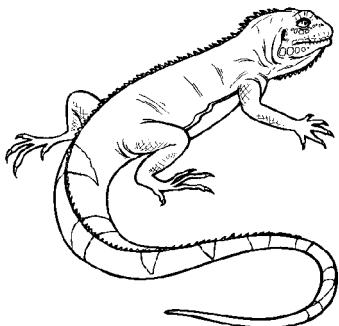
\_\_\_\_\_ The giant toad eats insects that otherwise might destroy crops.

\_\_\_\_\_ Newts excrete a toxic substance through their skin.

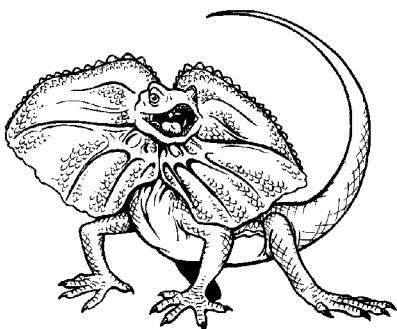
\_\_\_\_\_ The bullfrog is the largest frog in North America.

Name \_\_\_\_\_

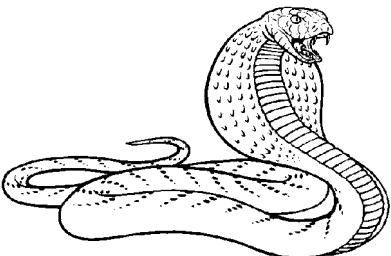
Draw a line from the reptile to its name.



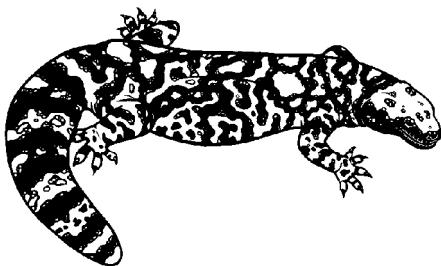
frilled lizard



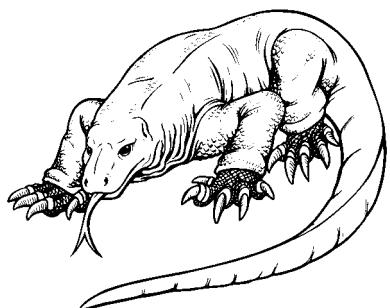
Gila monster



marine iguana



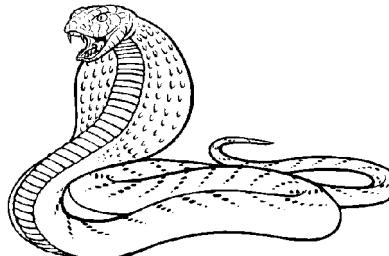
Komodo dragon



cobra

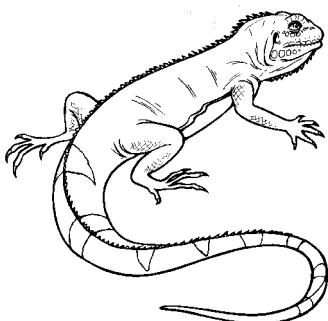
Name \_\_\_\_\_

Some reptiles and amphibians eat meat. They are called carnivores. Other reptiles and amphibians eat plants. They are called herbivores. Some reptiles and amphibians eat both meat and plants. They are called omnivores. Trace the correct word for each animal shown.



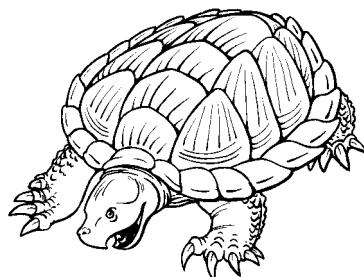
The king cobra eats other animals (meat). This means it is a:

carnivore



The marine iguana eats plants.

This means it is an:



The alligator snapping turtle eats plants and animals.

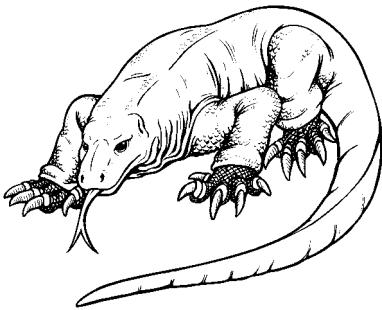
This means it is an:

herbivore

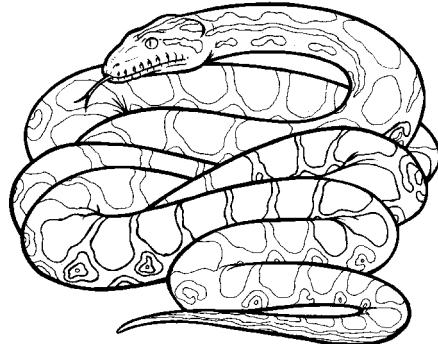
omnivore

Name \_\_\_\_\_

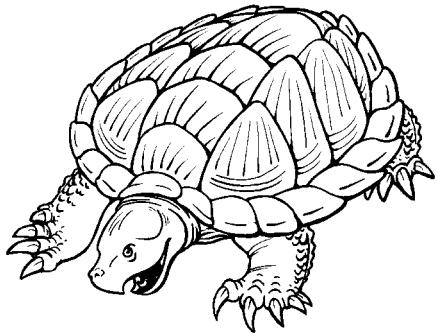
Using your Fact Files, identify which of the reptiles below is the largest reptile in North America. Write the name of the correct reptile in the space provided and color the reptile green.



Komodo Dragon

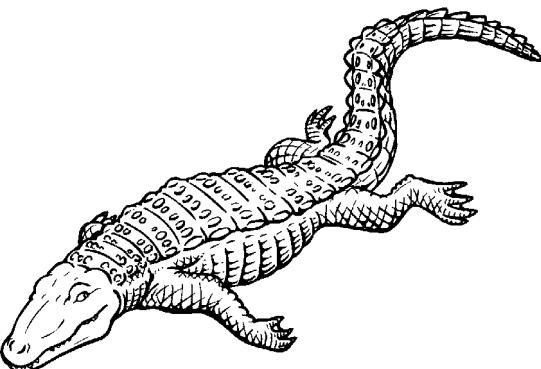


Anaconda



Alligator Snapping Turtle

alligator



American Alligator

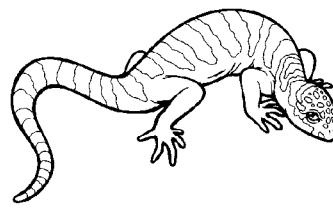
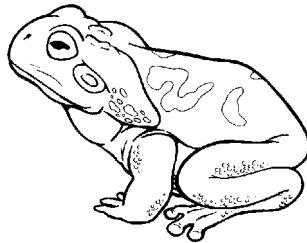
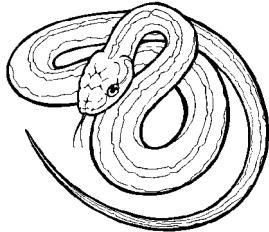
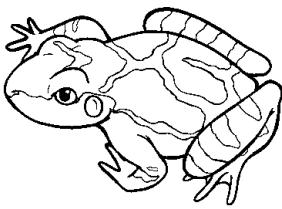


Gila Monster

Name \_\_\_\_\_

Circle the reptile or amphibian that the sentence describes. Then write the number of the sentence under the correct animal.

- 1 The banded gecko lives in the southwestern United States and Mexico.
- 2 The female spring peeper frog lays 800 to 1,000 eggs.
- 3 The giant toad eats insects that may damage crops.
- 4 The common garter snake can be unfriendly and may bite, but it is easily tamed.



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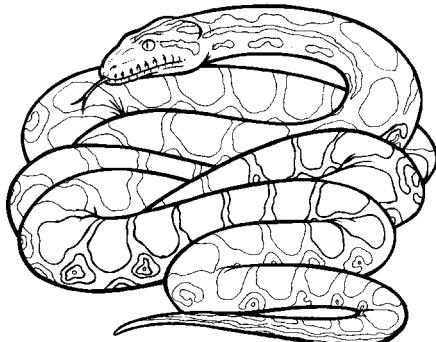
Name \_\_\_\_\_

Circle the correct facts about the anaconda.

1. The anaconda is the largest snake in  
South America      the world
2. It grows to the length of  
6 feet      18 - 25 feet
3. It is a  
reptile      amphibian
4. It likes to eat other animals, which makes it a  
carnivore      herbivore      omnivore
5. The anaconda can lay \_\_\_\_\_ eggs at a time.  
40      100
6. It lives up to  
20 years      40 years

Write this animal's name.

anaconda



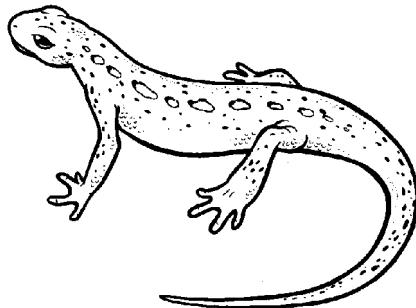
Name \_\_\_\_\_

Draw a line to the reptile/amphibian that the sentence describes.

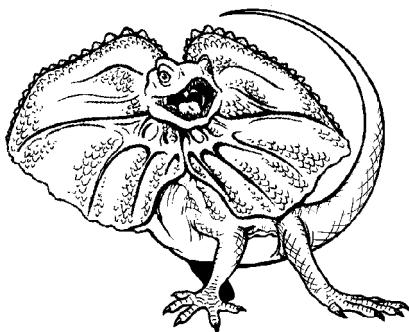
1. The newt gives off something toxic through its skin.



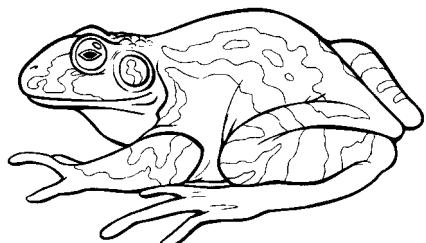
2. The frilled lizard can stand up on its hind legs and run at high speeds.



3. The bullfrog likes to eat insects, spiders, and small crustaceans.



4. The chameleon can change its color to match its surroundings.



Name \_\_\_\_\_

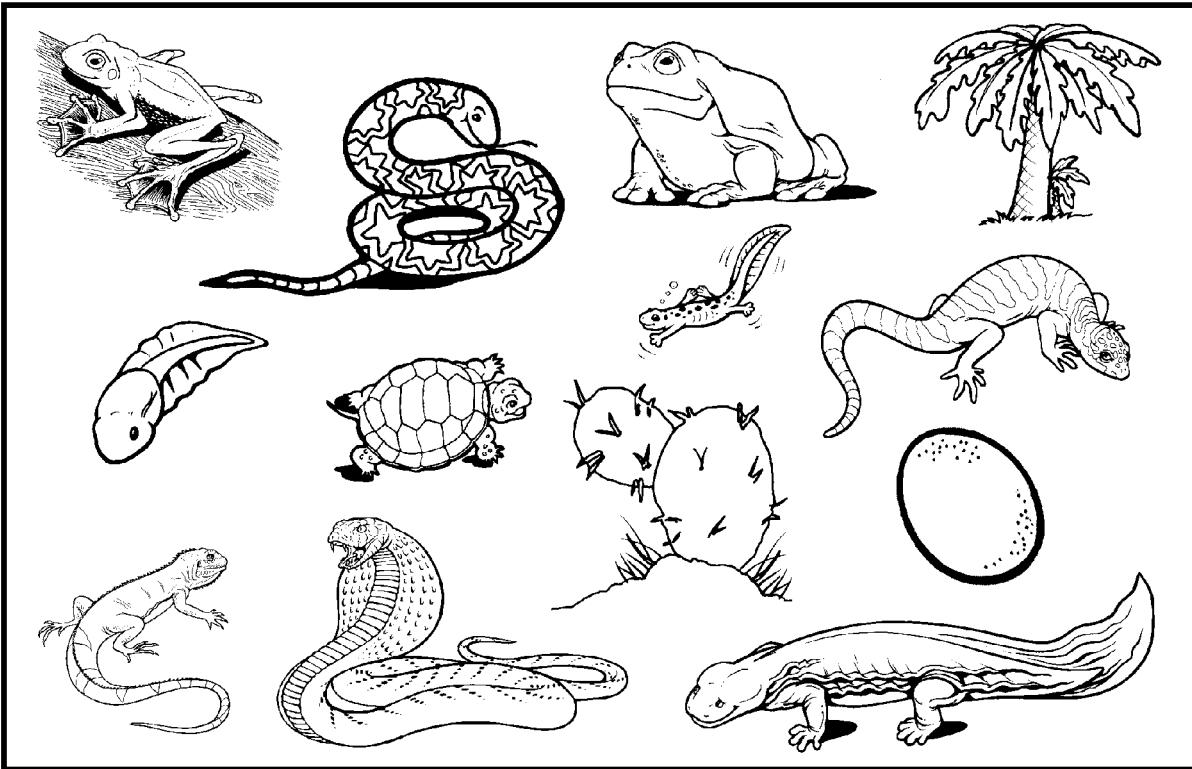
How many reptiles and amphibians are in the square at the bottom of the page? Count them and write the total number of each in the boxes here.

Reptiles

Amphibians

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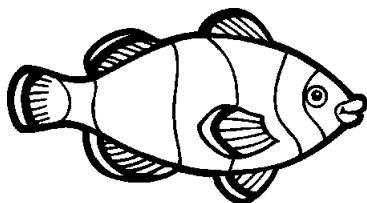
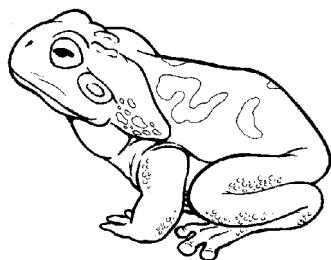
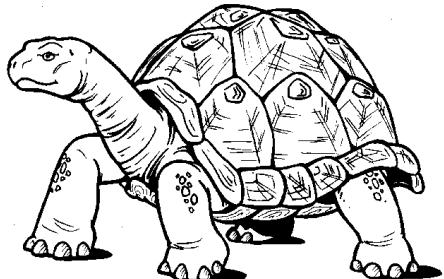
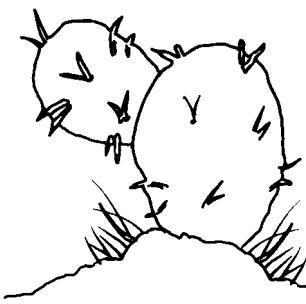
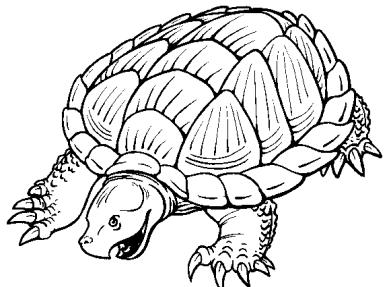
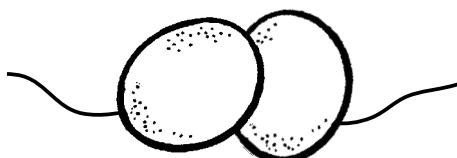
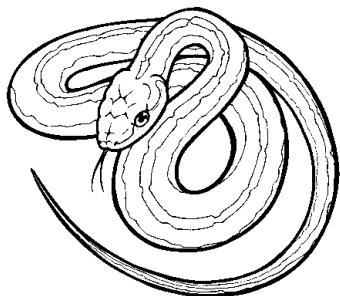
How many items in the square are NOT reptiles or amphibians? Write the number here. \_\_\_\_\_



SKILL: IDENTIFYING AND COUNTING

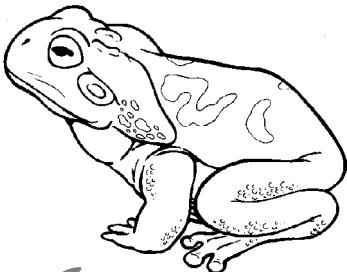
Name \_\_\_\_\_

Draw a line from the reptile/amphibian on the left to its food on the right.

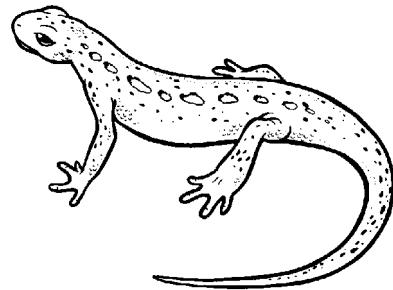


Name \_\_\_\_\_

Check the correct boxes below each picture.



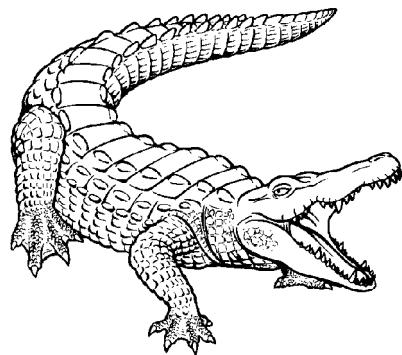
- amphibian  
 reptile  
 lives on land



- amphibian  
 reptile  
 carnivore



- amphibian  
 reptile  
 lives 20 years



- amphibian  
 reptile  
 endangered species

Name \_\_\_\_\_

Circle the correct answer in each sentence.

1. The American crocodile is a 

reptile	amphibian
---------	-----------

.

2. Crocodiles live in 

Arizona	Florida
---------	---------

.

3. Crocodiles can be distinguished from alligators by their 

longer	shorter
--------	---------

 snout.

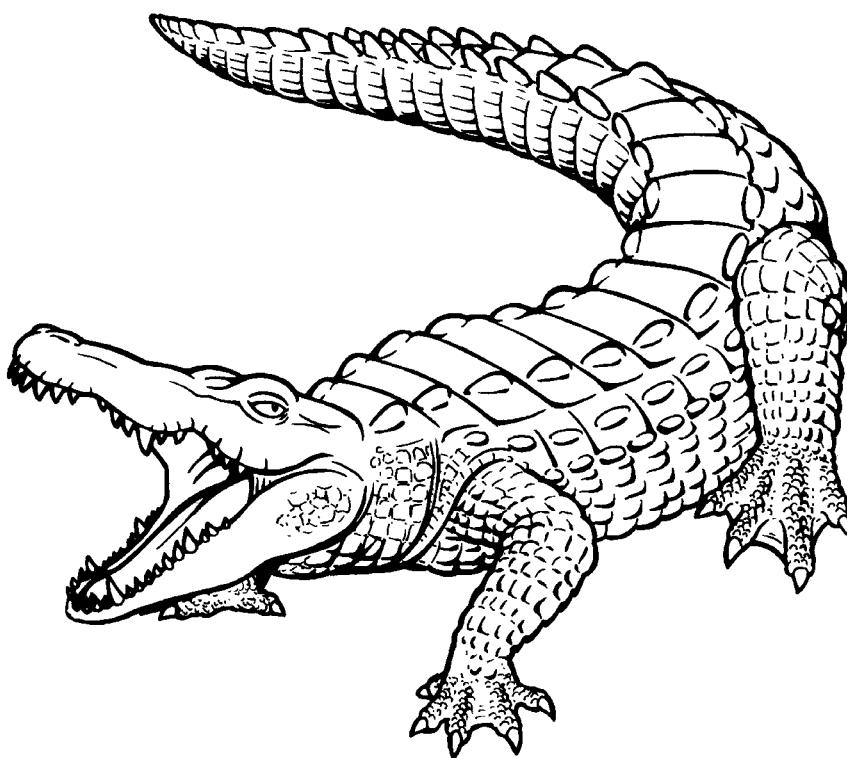
4. Crocodiles eat 

plants	meat
--------	------

, making them 

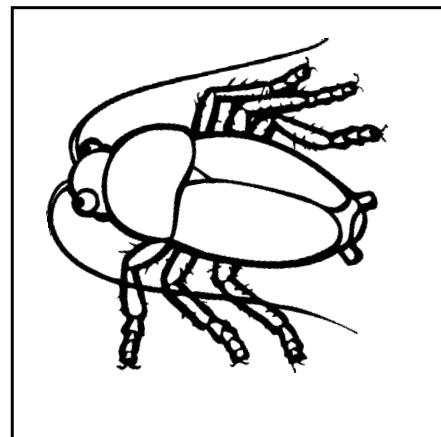
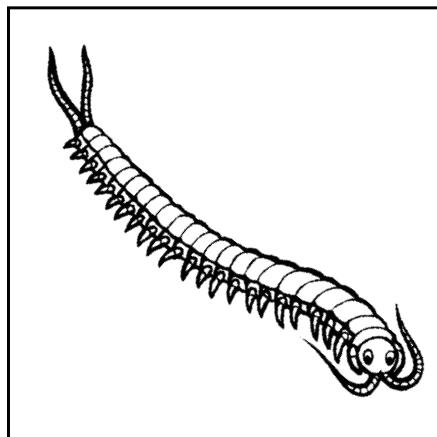
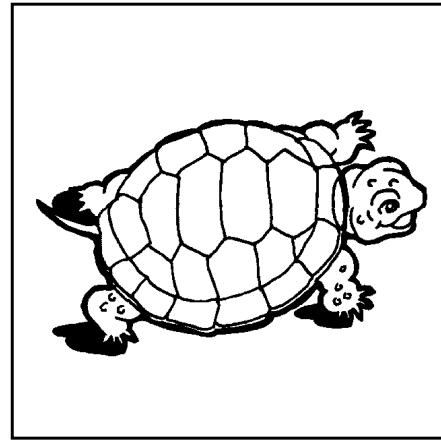
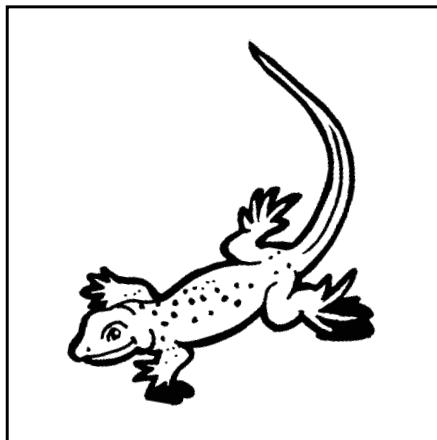
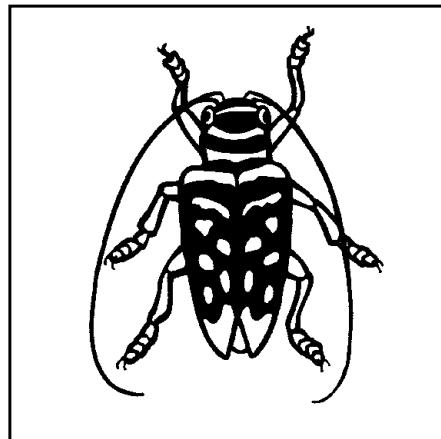
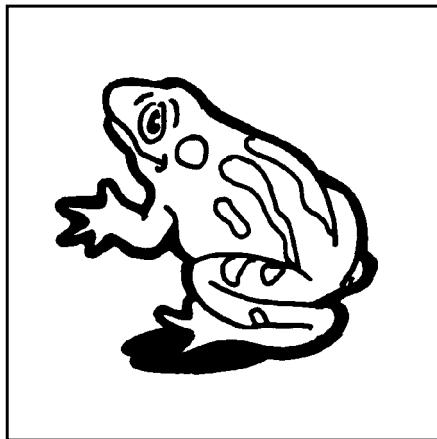
carnivores	herbivores	omnivores
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.



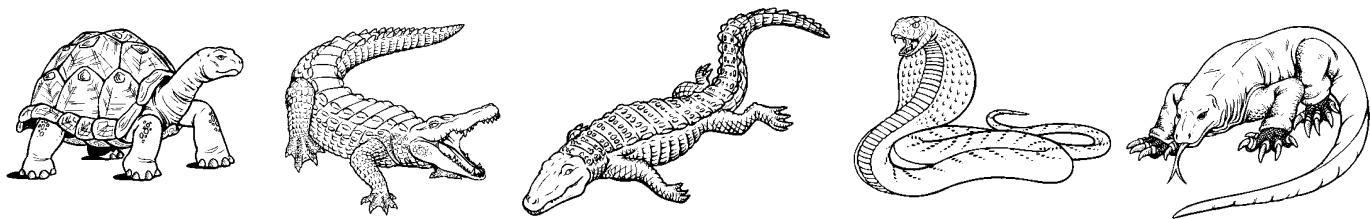
Name \_\_\_\_\_

Color the animals that are NOT reptiles or amphibians.



Name \_\_\_\_\_

Look at the pictures. Then unscramble the words and write the names of the reptiles in the boxes. Copy the letter in each of the numbered boxes to the numbered boxes at the bottom of the page. These words will show you what all the reptiles are.



OTSEROOT


8                    10

DELCROOCI

1		7			4		6	

GRILIATOAL

3								2

ACROB

5				

DOKOOM RNGDOA

11									9	

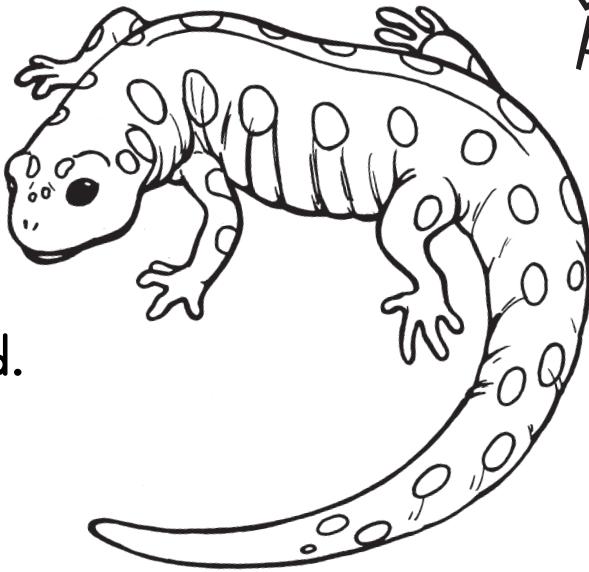
Reptiles are

1	2	3	4		5	6	7	8	9	10	11

Name \_\_\_\_\_

Complete the story with  
*a, e, i, o, or u.*

Use your Fact Files if needed.



I \_\_m n\_\_t a l\_\_z\_\_rd,  
I \_\_lth\_\_ \_\_gh I l\_\_ \_\_k l\_\_k \_\_n\_\_.  
I h\_\_v\_\_ sm\_\_th sk\_\_n and no  
sc\_\_l\_\_s. My \_\_ggs are l\_\_ \_\_d in  
w\_\_t\_\_r, and I l\_\_v\_\_ in  
\_\_nd\_\_rgr\_\_ \_\_nd pl\_\_c\_\_s.  
My f\_\_v\_\_r\_\_t f\_\_ \_\_ds are  
w\_\_rms and sl\_\_gs!  
I \_\_m a s\_\_l\_\_m\_\_nd\_\_r!

Below are true sentences about reptiles and amphibians.

Circle the letter of the correctly punctuated sentence in each set.

- a. Tortoises have hard shells
- b. tortoises have hard shells
- c. Tortoises have hard shells.

- a. Newts are not lizards.
- b. newts are not lizards
- c. Newts are not lizards

- a. Snakes have no legs.
- b. snakes have no legs?
- c. Snakes have no legs

- a. snakes can not blink.
- b. Snakes can not blink.
- c. Snakes can not blink

- a. Some lizards can shed their tails
- b. Some lizards can shed their tails.
- c. some Lizards can shed their tails.

- a. frogs go through three growth stages
- b. Frogs go through three, growth stages
- c. Frogs go through three growth stages.

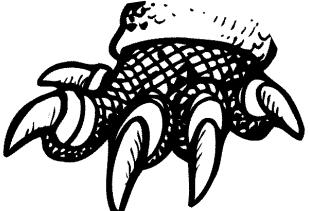
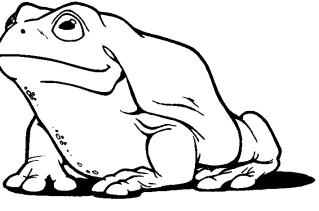
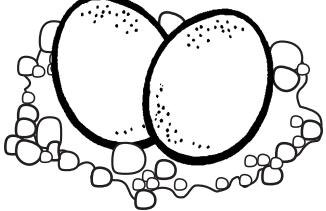
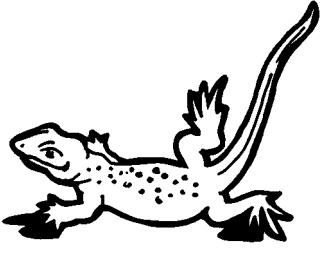
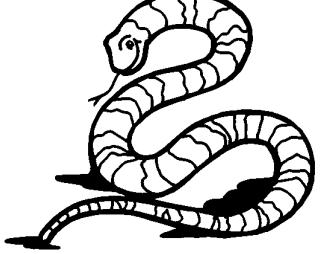
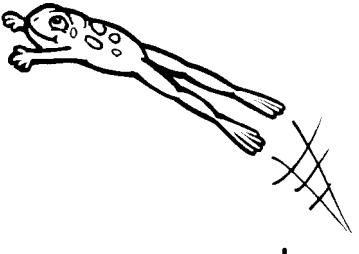
- a. An anaconda can eat a pig whole!
- b. an anaconda can eat a pig whole
- c. An anaconda can eat, a pig whole

- a. some amphibians are very poisonous
- b. Some amphibians are very poisonous.
- c. Some, amphibians, are very poisonous.

Name \_\_\_\_\_

Words that name people, places, or things  
are called nouns. Action words are called verbs.

Look at the pictures and read the words. Then circle  
whether it is a thing (noun) or an action (verb).

<b>claw</b>  noun      verb	<b>hide</b>  noun      verb	<b>frog</b>  noun      verb
<b>eat</b>  noun      verb	<b>nest</b>  noun      verb	<b>lizard</b>  noun      verb
<b>swim</b>  noun      verb	<b>snake</b>  noun      verb	<b>jump</b>  noun      verb

Name \_\_\_\_\_

These second-grade words are found in your Reptiles and Amphibians Fact Files. Trace the word, and then draw a line to the matching word in the right column.

jumper

docile

toxic

prairie

snout

marine

reptile

toxic

reptile

prairie

marine

jumper

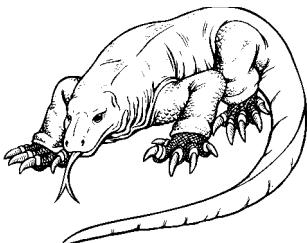
docile

snout

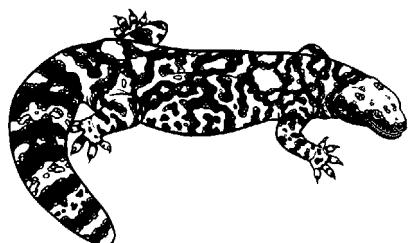


Name \_\_\_\_\_

Write the names of these reptiles that have long names or names that may be hard to learn.

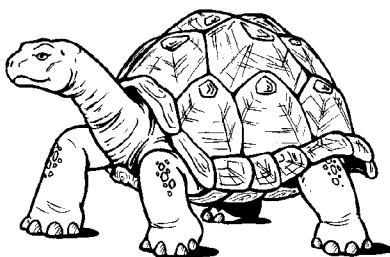


Komodo dragon



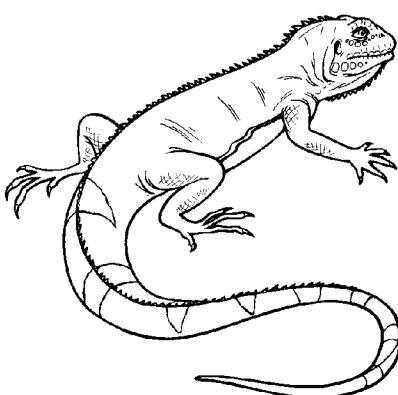
Gila

monster



Galapagos

giant tortoise



marine

iguana

Name \_\_\_\_\_

Count the syllables in the following words.

The first one is done for you.

gecko

2

salamander

newt

rattlesnake

iguana

dragon

chameleon

frog

tortoise

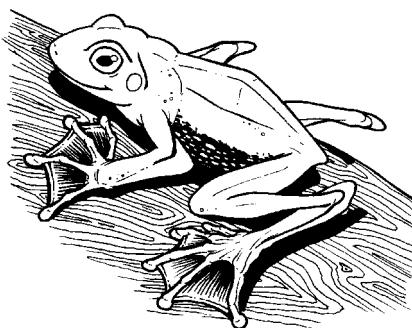
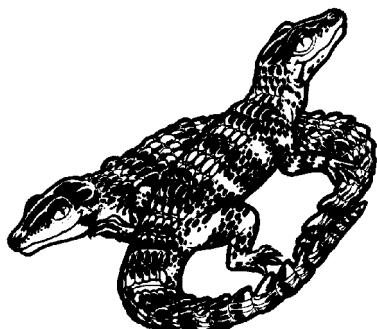
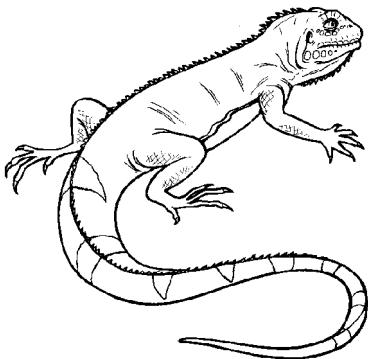
turtle

cobra

anaconda

alligator

lizard



Name \_\_\_\_\_

An antonym is a word that means the opposite of another word. Match each word below with its antonym.

quick

---

dangerous

---

dull

---

rare

---

large

---

clean

---

soft

---

strong

---

safe

tiny

common

hard

slow

weak

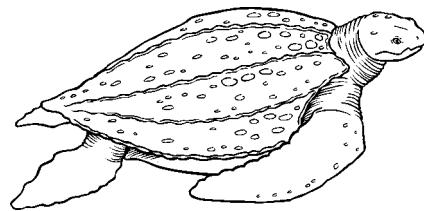
sharp

dirty

Name \_\_\_\_\_

How many words of 3 letters or more can you find  
in this reptile's name? Write them on the lines below.  
(There are more than 50!)

leatherback sea turtle



tube

read

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

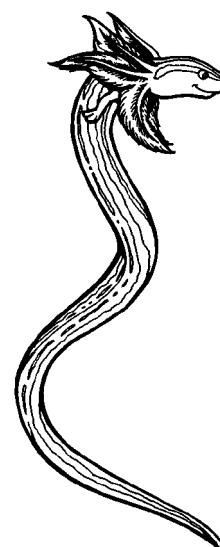
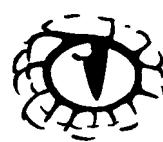
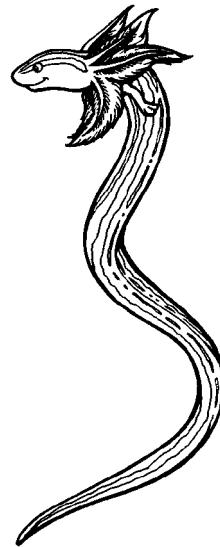
\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Find the words below in the puzzle.

A L L I G A T O R  
M K A D U S A I B  
C O B R A N I C  
T E L A A N L U L  
R N E G U A H A L  
V E N O M O U S F  
U W G N E B R P R  
Y T A I N S K Z O  
R E N T B F A N G



newt	tail	venomous	alligator
cobra	fang	bulldog	dragon

Name \_\_\_\_\_

People use codes to send secret messages.

The simplest codes are alphabet codes, where one letter is switched with another letter. Codes have code keys, which allow other people to decode the message. Decode the message below.

**Code Key:**

Replace each letter in the secret message below with the letter immediately before it in the alphabet.

For example: B = A, C = B, A = Z.

USFF GSPHT IBWF  
TVDUJPO DVQT  
PO UIFJS UPFT.

Name \_\_\_\_\_

Put the following reptiles and amphibians  
in alphabetical order.

Gila monster \_\_\_\_\_

anaconda snake \_\_\_\_\_

tree frog \_\_\_\_\_

leatherback turtle \_\_\_\_\_

garter snake \_\_\_\_\_

bullfrog \_\_\_\_\_

iguana \_\_\_\_\_

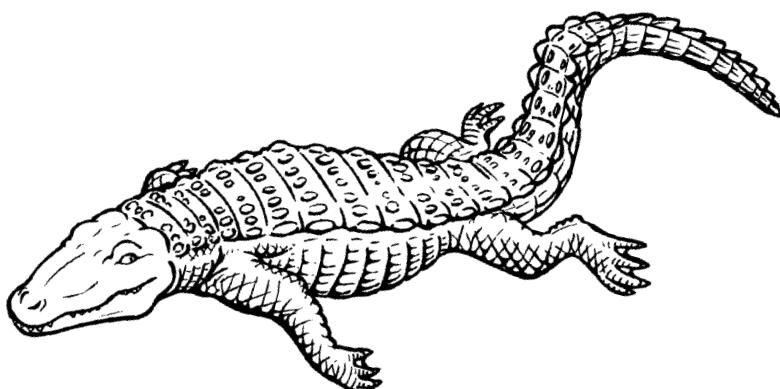
cobra \_\_\_\_\_

salamander \_\_\_\_\_

gecko \_\_\_\_\_

alligator \_\_\_\_\_

newt \_\_\_\_\_



Name \_\_\_\_\_

Learning  
Page.com®

How many words of 3 letters or more can you find in this animal's name? Write them on the lines below (there are over 30).

# Gila monster



more

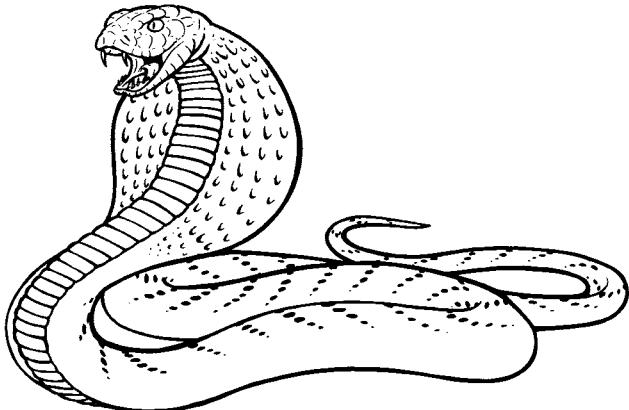
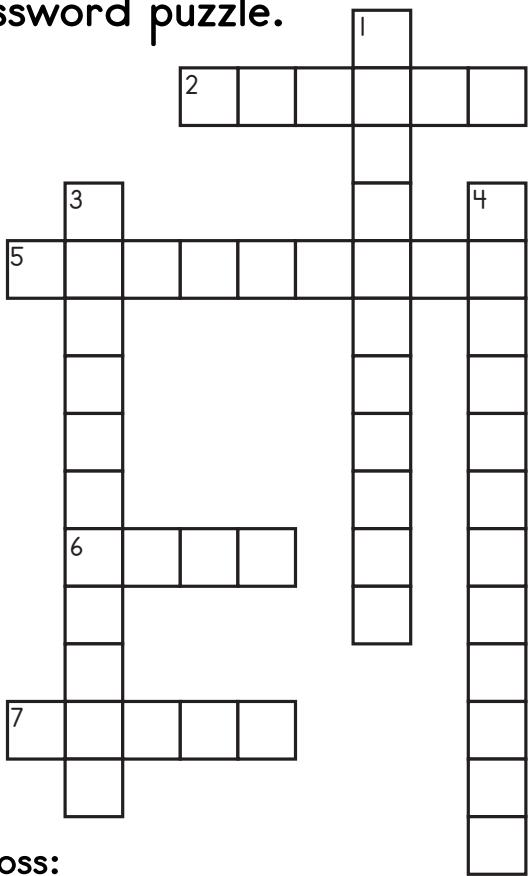
rdm

GRADE TWO • REPTILES/AMPHIBIANS • LANGUAGE • 013

## SKILL: RECOGNIZE AND WRITE WORDS

Name \_\_\_\_\_

Use your Fact Files to help you complete this reptile crossword puzzle.



Across:

2. The largest lizard in the world is the \_\_\_\_\_ dragon.
5. The \_\_\_\_\_ \_\_\_\_\_ is the largest venomous snake in the world. (2 words)
6. Which amphibian female can lay 200-400 eggs?
7. The tail of a \_\_\_\_\_ breaks off easily so that this animal can escape predators.

Down:

1. Reptiles are \_\_\_\_\_ creatures. (2 words about their body heat)
3. The \_\_\_\_\_ is the only venomous lizard in the United States. (2 words)
4. What reptile is an excellent swimmer and eats only one meal a day? (2 words)

Name \_\_\_\_\_

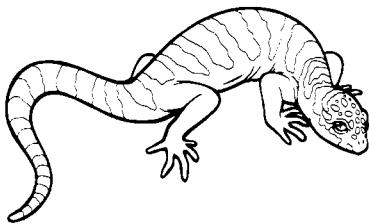
Words are made of parts called syllables.

Each syllable has one vowel sound.

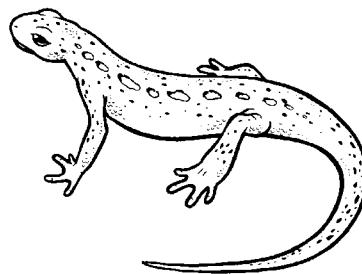
pot = 1 syllable      rattler = 2 syllables

Say the name of each picture. Circle each vowel you hear.

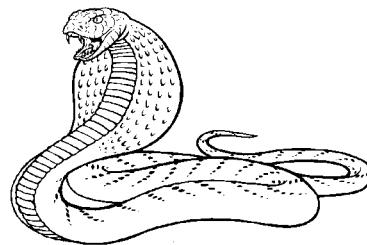
Write the number of syllables on the line next to the word.



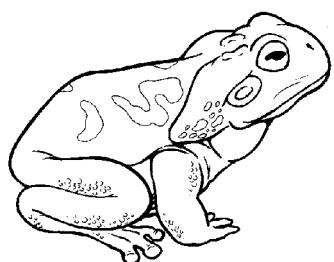
gecko



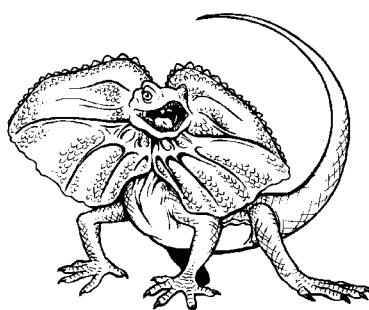
newt



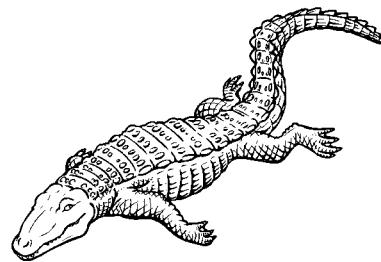
cobra



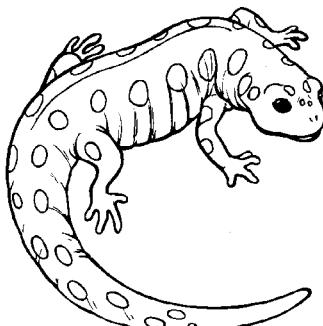
toad



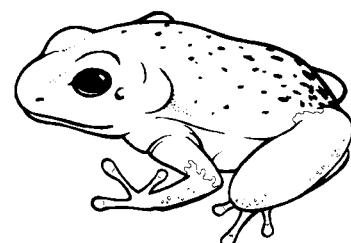
lizard



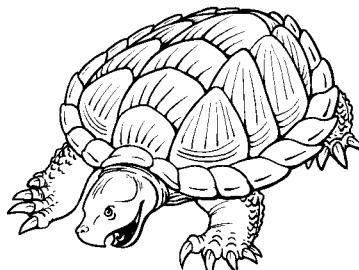
alligator



salamander



frog

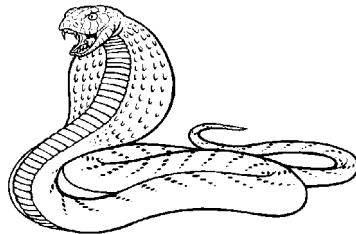


turtle

Name \_\_\_\_\_

Finish each sentence by underlining the correct answer.

Then write the words.



in China      on the moon

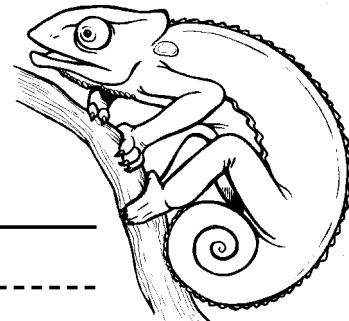
The king cobra lives in China.

rabbits      insects

Tree frogs eat spiders and \_\_\_\_\_.

amphibians      reptiles

Alligators are \_\_\_\_\_.



clothes      color

Chameleons can change \_\_\_\_\_.

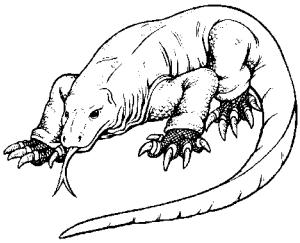
in trees      underground

Salamanders spend most of their time \_\_\_\_\_.

Name \_\_\_\_\_

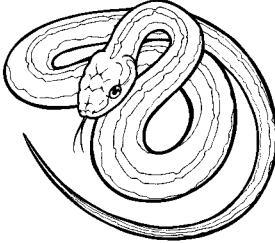
Circle the correct name of each reptile.

1.



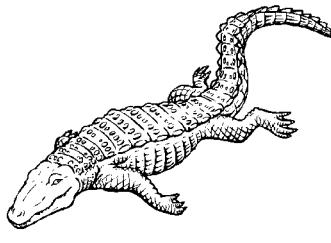
Komodo

2.



Gartur

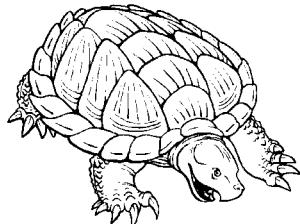
3.



Aligater

Alligator

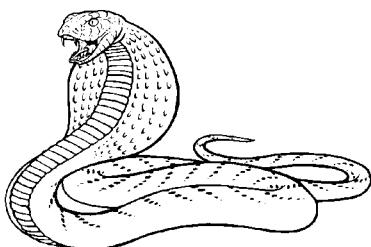
4.



Turtile

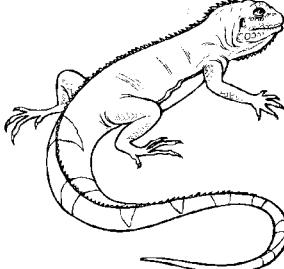
Turtle

5.



Cobra

6.



Iguana

Egwana

Say the word in the box. Read the sentence and think of a word that rhymes with the word in the box to finish the sentence.  
Write the word.

7. Frilled lizards can run 50 \_\_\_\_\_. cards

8. The world's largest lizard is the Komodo \_\_\_\_\_. wagon

9. The anaconda is the largest \_\_\_\_\_. fake

Name \_\_\_\_\_

Read each sentence. Then write each sentence.

Then write the number of the sentence under the picture it describes.

1. The frog sits on a branch.

The frog sits on a branch.

2. See the two baby alligators.

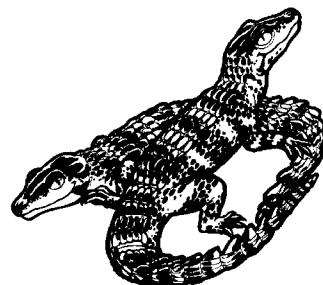
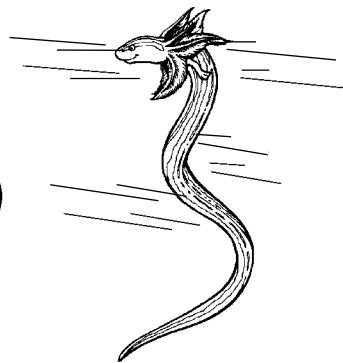
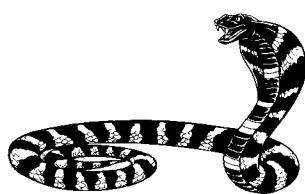
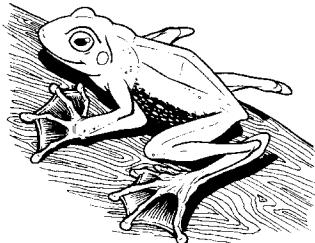
See the two baby alligators.

3. The siren never leaves the water.

The

4. Spitting cobra venom is poisonous.

S



SKILL: READ AND WRITE SENTENCES

Name \_\_\_\_\_

Use the words from the word list to fill in the blanks.

Use your Fact Files to help you find the answers.

amphibian	carnivore	largest	control	giant
-----------	-----------	---------	---------	-------

I am not a reptile, I'm an \_\_\_\_\_.

I am one of the \_\_\_\_\_ toads in the world.

I am often introduced to \_\_\_\_\_ insects  
that may damage crops.

As a \_\_\_\_\_,  
I eat rodents, birds, and insects.

What am I?

A \_\_\_\_\_ toad.



Below are some true sentences about reptiles and amphibians. Underline the sentence in each set that is correctly punctuated and capitalized.

- a. komodo dragons are large.
- b. Komodo dragons are large.
- c. Komodo dragons are large

- a. Cobras are reptiles.
- b. Cobras are reptiles
- c. cobras are reptiles.

- a. Newts lay 200-400 eggs
- b. newts lay 200-400 eggs.
- c. Newts lay 200-400 eggs.

- a. some frogs are poisonous.
- b. Some frogs are poisonous.
- c. Some frogs are poisonous

- a. The anaconda is the largest snake in the world
- b. The anaconda is the largest snake in the world.
- c. the anaconda is the largest snake in the world.

- a. Salamanders live mostly underground,
- b. salamanders live mostly underground.
- c. Salamanders live mostly underground.

- a. marine iguanas can swim.
- b. Marine iguanas can swim,
- c. Marine iguanas can swim.

- a. Bullfrogs are good jumpers.
- b. bullfrogs are good jumpers
- c. bullfrogs are good jumpers.

Name \_\_\_\_\_

Write the answers to these addition problems.

$$\begin{array}{r} 127 \\ +132 \\ \hline \end{array}$$

$$\begin{array}{r} 313 \\ +216 \\ \hline \end{array}$$

$$\begin{array}{r} 234 \\ +352 \\ \hline \end{array}$$

$$\begin{array}{r} 146 \\ +543 \\ \hline \end{array}$$

$$\begin{array}{r} 138 \\ +232 \\ \hline \end{array}$$

$$\begin{array}{r} 754 \\ +344 \\ \hline \end{array}$$

$$\begin{array}{r} 330 \\ +675 \\ \hline \end{array}$$

$$\begin{array}{r} 432 \\ +742 \\ \hline \end{array}$$

$$\begin{array}{r} 654 \\ +720 \\ \hline \end{array}$$

$$\begin{array}{r} 509 \\ +309 \\ \hline \end{array}$$

$$\begin{array}{r} 290 \\ +130 \\ \hline \end{array}$$

$$\begin{array}{r} 472 \\ +650 \\ \hline \end{array}$$

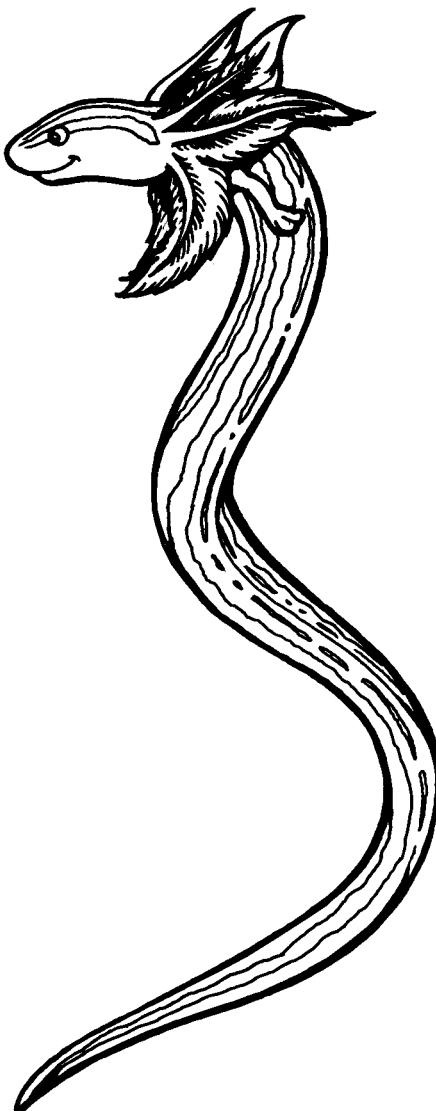
$$\begin{array}{r} 246 \\ +189 \\ \hline \end{array}$$

$$\begin{array}{r} 628 \\ +421 \\ \hline \end{array}$$

$$\begin{array}{r} 496 \\ +326 \\ \hline \end{array}$$

$$\begin{array}{r} 358 \\ +131 \\ \hline \end{array}$$

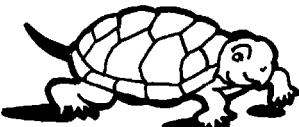
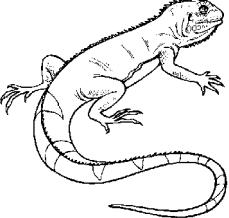
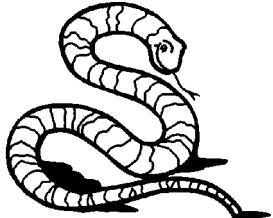
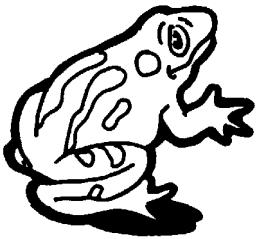
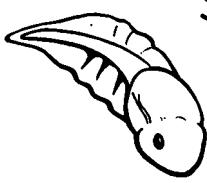
$$\begin{array}{r} 122 \\ +455 \\ \hline \end{array}$$



SKILL: ADDITION OF TRIPLE DIGITS

Name \_\_\_\_\_

Can you buy the pet? Circle Yes or No.

You want	You have	Can you buy it?	You have	Can you buy it?
\$43 	\$40	Yes No	\$50	Yes No
\$46 	\$50	Yes No	\$45	Yes No
\$39 	\$30	Yes No	\$43	Yes No
\$15 	\$17	Yes No	\$10	Yes No
\$9 	\$13	Yes No	\$8	Yes No

Name \_\_\_\_\_

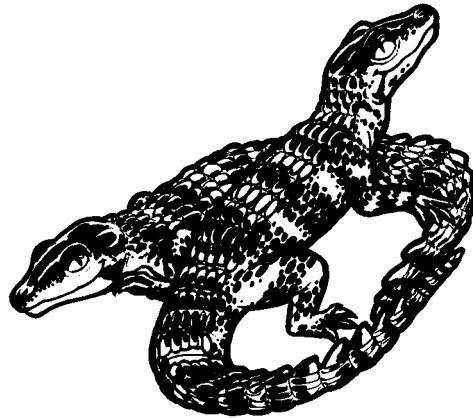
Write the answers to these word problems.

A mother alligator lays 60 eggs.

A king cobra eats  $\frac{3}{4}$  of the eggs.

How many alligator eggs are left?

Answer:

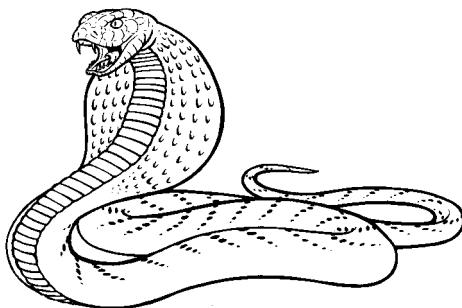


A king cobra eats 5 eggs a day.

How many eggs does it eat in a year?

(Hint: There are 365 days in a year.)

Answer:

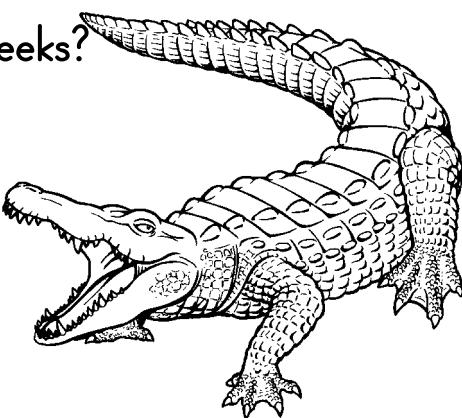


A crocodile at the zoo is fed 276 pounds of meat in the first week.

It is fed 304 pounds of meat in the second week.

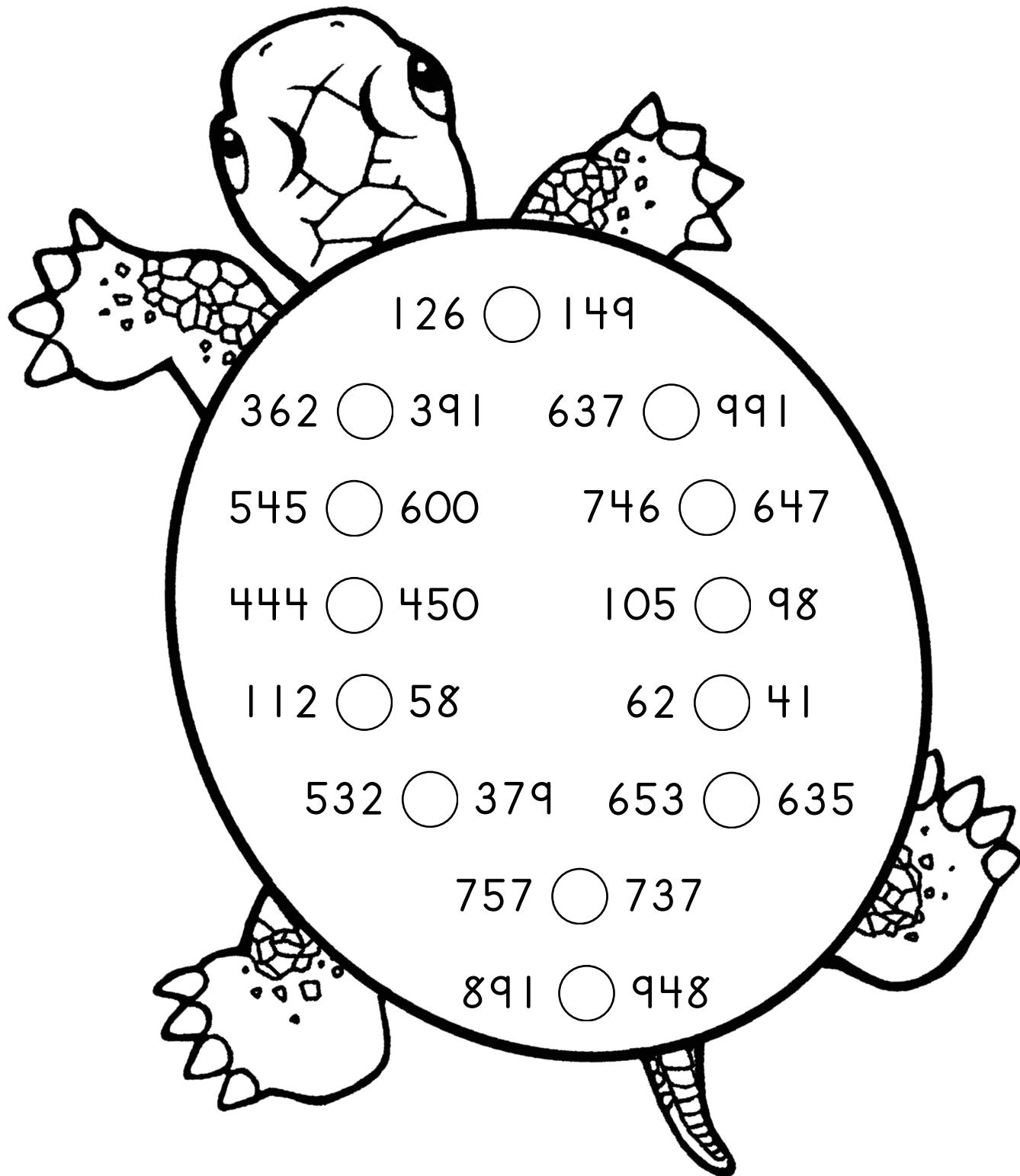
How much has it been fed at the end of two weeks?

Answer:



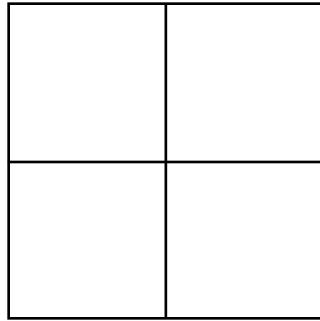
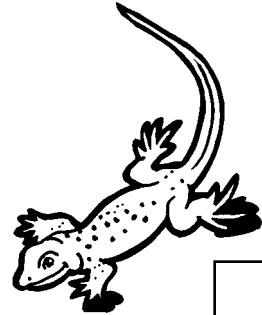
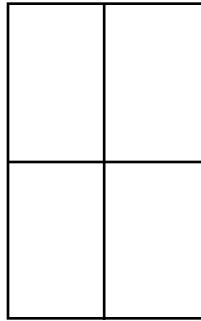
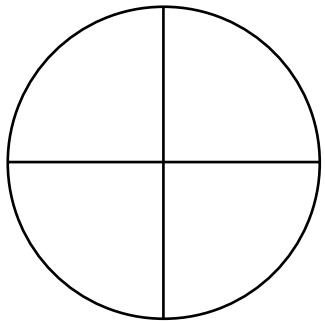
Name \_\_\_\_\_

Compare each pair of numbers. Write > for  
“greater than” or < for “less than” in the circles.

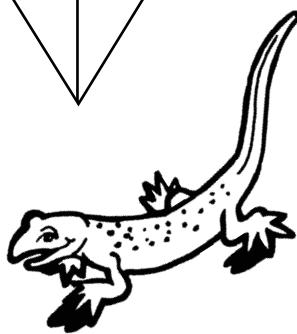
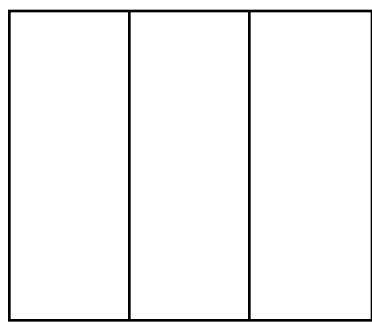
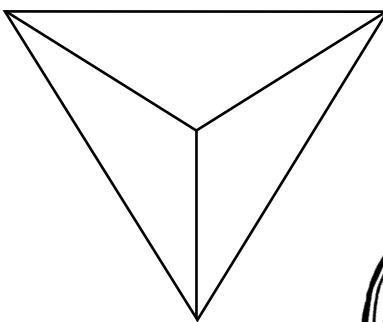
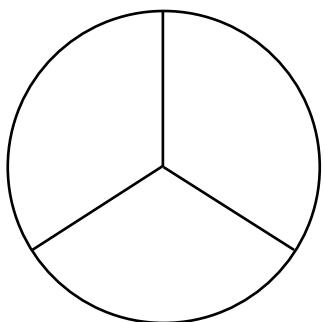


Name \_\_\_\_\_

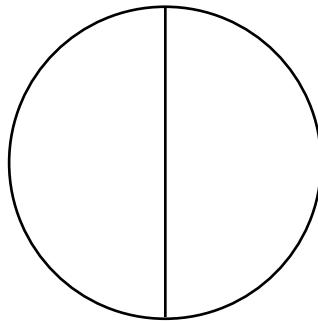
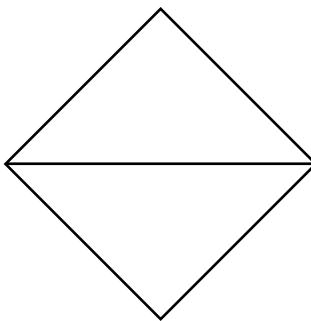
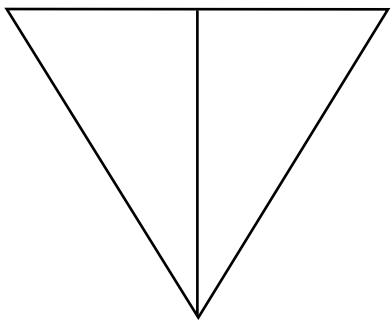
Shade in  $\frac{1}{4}$ .



Shade in  $\frac{1}{3}$ .



Shade in  $\frac{1}{2}$ .



Name \_\_\_\_\_

Solve the multiplication word problems.



There are six lizards in one nest.

On Monday, each lizard caught two ants. How many ants did the lizards catch that day?  $6 \times 2 =$  \_\_\_\_\_

On Tuesday, each lizard caught three flies. How many flies did the lizards catch that day?  $6 \times 3 =$  \_\_\_\_\_

On Wednesday, each lizard caught one moth. How many moths did the lizards catch that day?  $6 \times 1 =$  \_\_\_\_\_

On Thursday, each lizard caught six mosquitoes. How many mosquitoes did the lizards catch that day?  $6 \times 6 =$  \_\_\_\_\_

On Friday, each lizard caught zero insects. How many insects did the lizards catch that day?  $6 \times 0 =$  \_\_\_\_\_

Name \_\_\_\_\_

Solve these subtraction problems.

$$\begin{array}{r} 625 \\ - 17 \\ \hline \end{array}$$

$$\begin{array}{r} 498 \\ - 275 \\ \hline \end{array}$$

$$\begin{array}{r} 642 \\ - 106 \\ \hline \end{array}$$

$$\begin{array}{r} 718 \\ - 245 \\ \hline \end{array}$$

$$\begin{array}{r} 589 \\ - 314 \\ \hline \end{array}$$

$$\begin{array}{r} 743 \\ - 73 \\ \hline \end{array}$$

$$\begin{array}{r} 822 \\ - 461 \\ \hline \end{array}$$

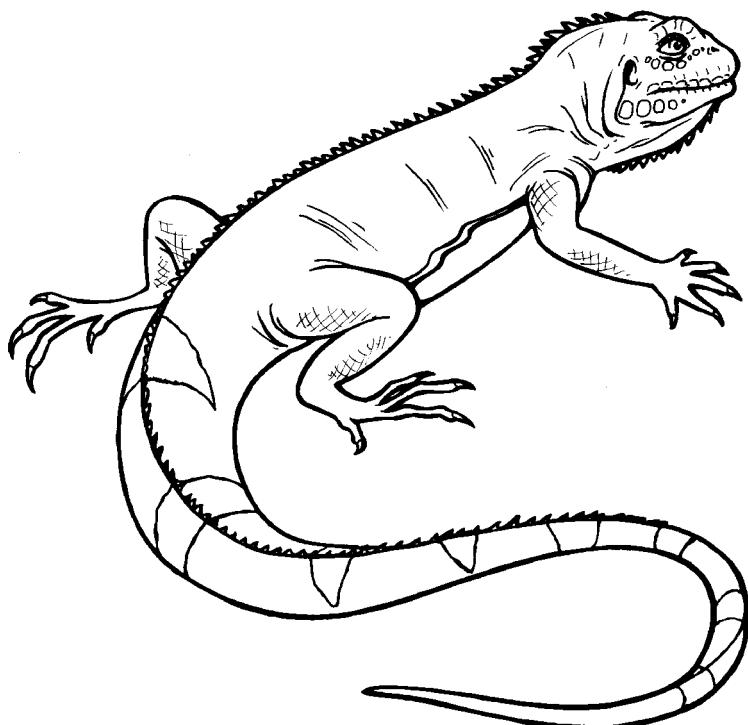
$$\begin{array}{r} 634 \\ - 595 \\ \hline \end{array}$$

$$\begin{array}{r} 158 \\ - 59 \\ \hline \end{array}$$

$$\begin{array}{r} 551 \\ - 427 \\ \hline \end{array}$$

$$\begin{array}{r} 916 \\ - 648 \\ \hline \end{array}$$

$$\begin{array}{r} 476 \\ - 210 \\ \hline \end{array}$$



$$\begin{array}{r} 549 \\ - 401 \\ \hline \end{array}$$

$$\begin{array}{r} 914 \\ - 194 \\ \hline \end{array}$$

$$\begin{array}{r} 724 \\ - 375 \\ \hline \end{array}$$

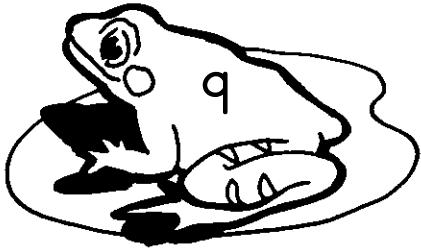
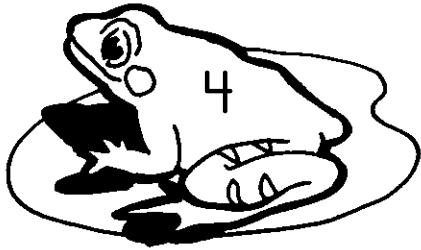
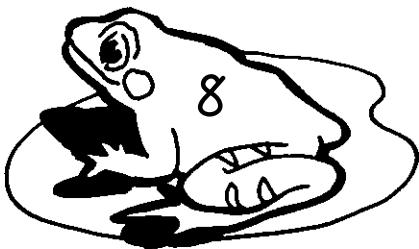
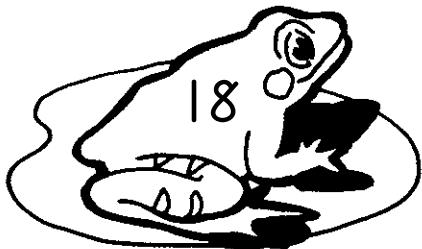
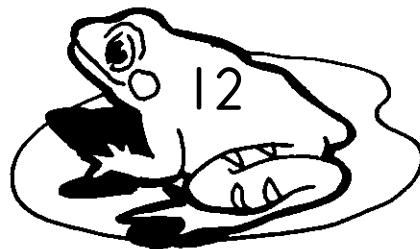
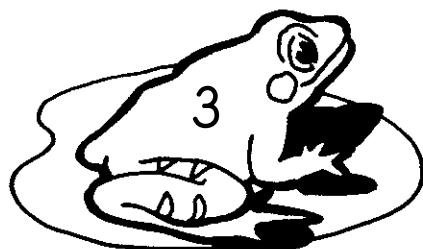
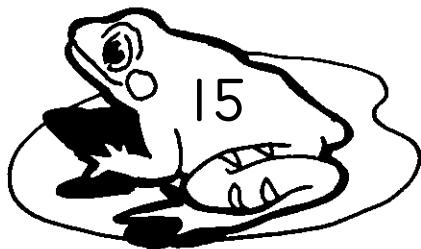
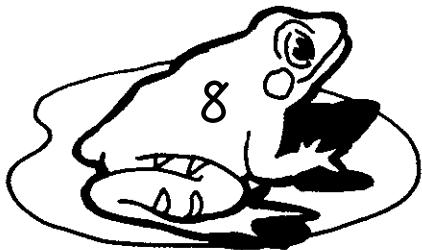
$$\begin{array}{r} 679 \\ - 224 \\ \hline \end{array}$$

$$\begin{array}{r} 672 \\ - 171 \\ \hline \end{array}$$

$$\begin{array}{r} 587 \\ - 392 \\ \hline \end{array}$$

Name \_\_\_\_\_

Color each frog with a number that is a multiple of 4 blue. Then color each frog with a number that is a multiple of 3 red. Color frogs that have a number that is a multiple of both 4 and 3 purple.

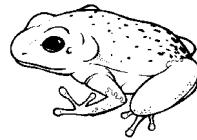


Name \_\_\_\_\_

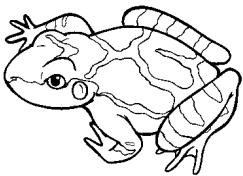
Measure the following creatures using inches.

Use fractions for half-inches and quarter-inches.

Strawberry Poison-Arrow Frog

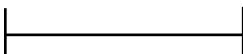


\_\_\_\_\_ inches



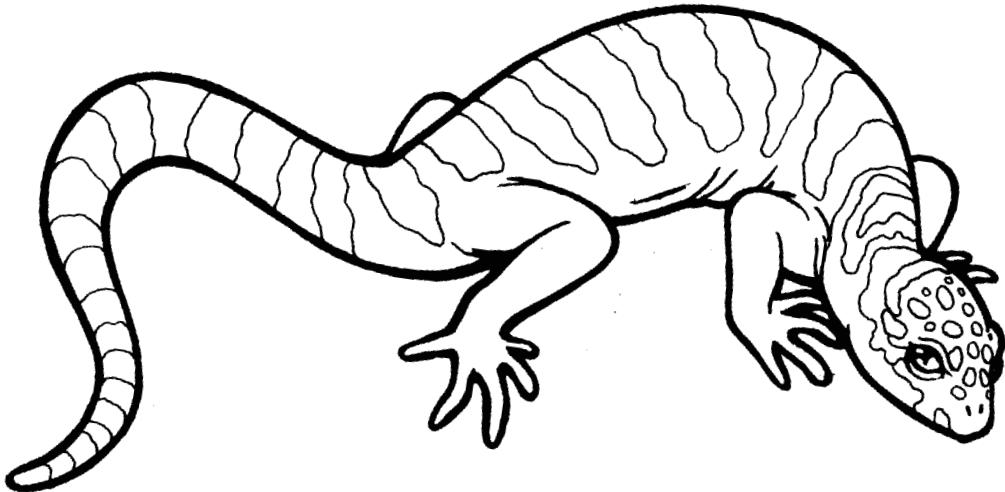
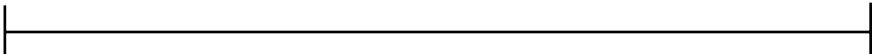
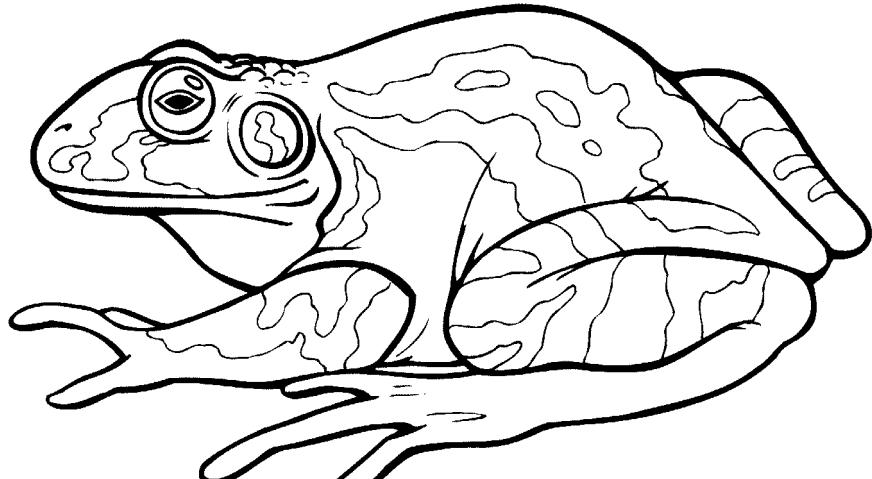
Spring Peeper

\_\_\_\_\_ inches



Bullfrog

\_\_\_\_\_ inches



Banded Gecko

\_\_\_\_\_ inches



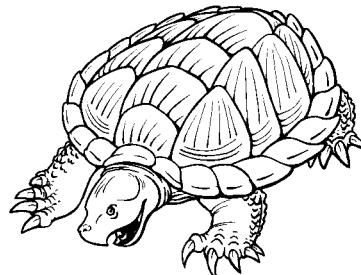
Name \_\_\_\_\_

Round the following numbers to the nearest ten.

When in doubt, round up.

465 \_\_\_\_\_

23 \_\_\_\_\_



918 \_\_\_\_\_

166 \_\_\_\_\_

7,913 \_\_\_\_\_

614 \_\_\_\_\_

62 \_\_\_\_\_

907 \_\_\_\_\_

984 \_\_\_\_\_

881 \_\_\_\_\_

52 \_\_\_\_\_

2,355 \_\_\_\_\_

402 \_\_\_\_\_

693 \_\_\_\_\_

7 \_\_\_\_\_

1,596 \_\_\_\_\_

280 \_\_\_\_\_

802 \_\_\_\_\_

Round the following numbers to the nearest hundred.

61,289 \_\_\_\_\_

2,534 \_\_\_\_\_

18,674 \_\_\_\_\_

1,221 \_\_\_\_\_

293 \_\_\_\_\_

45,015 \_\_\_\_\_

875 \_\_\_\_\_

651 \_\_\_\_\_

4,250 \_\_\_\_\_

6208 \_\_\_\_\_

90,091 \_\_\_\_\_

16 \_\_\_\_\_

Name \_\_\_\_\_

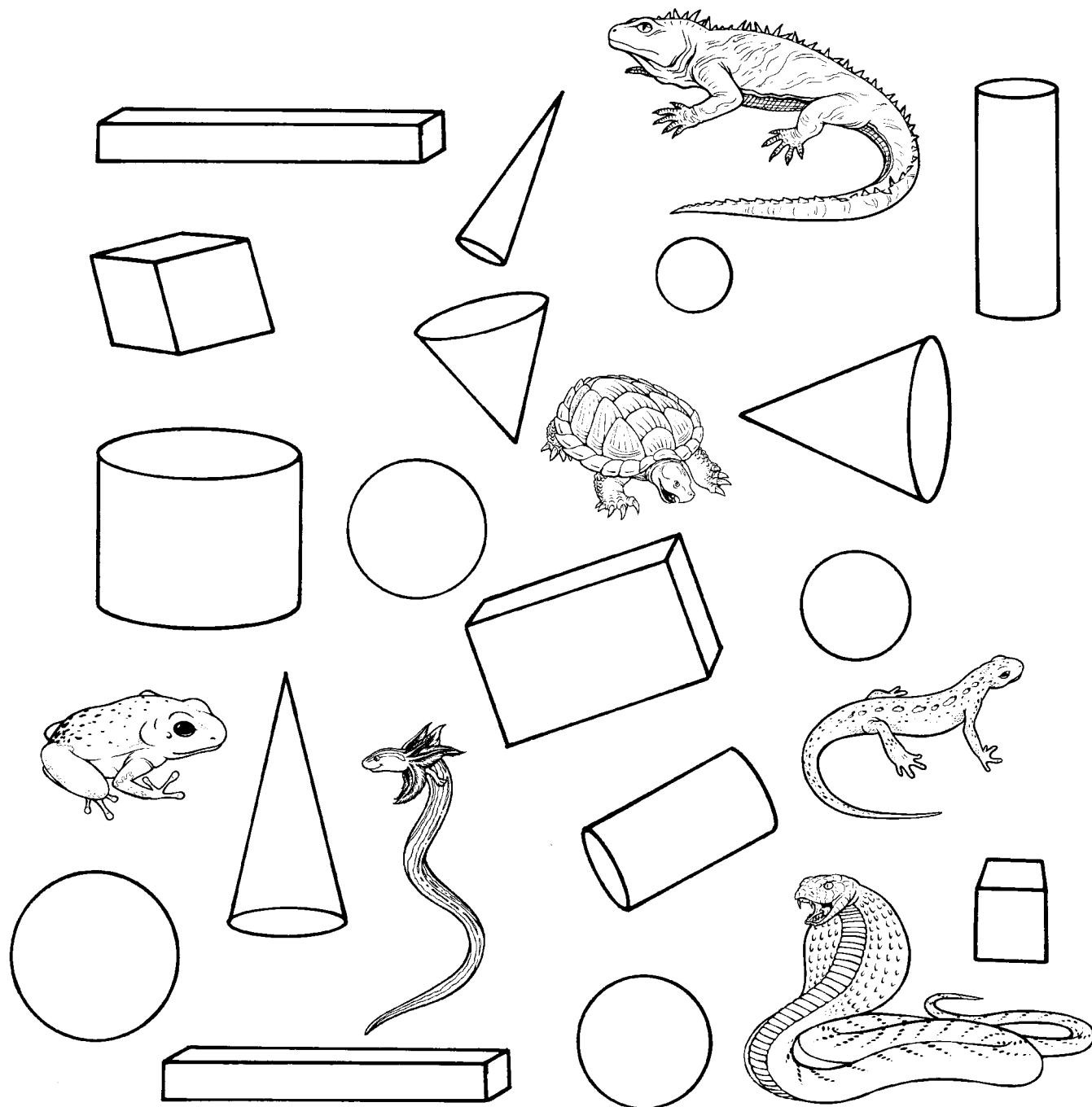
Put an X on the cubes. How many? \_\_\_\_\_

Put a ✓ on the spheres. How many? \_\_\_\_\_

Put a line through the cones. How many? \_\_\_\_\_

Circle the cylinders. How many? \_\_\_\_\_

How many rectangles? \_\_\_\_\_



Name \_\_\_\_\_

Write the answer to each problem.

$19 + 9 = \underline{\quad}$

$8 + 7 = \underline{\quad}$

$14 - 6 = \underline{\quad}$

$11 - 9 = \underline{\quad}$

$15 - 12 = \underline{\quad}$

$9 + 8 = \underline{\quad}$

$2 + 17 = \underline{\quad}$

$8 - 4 = \underline{\quad}$

$6 - 6 = \underline{\quad}$

$18 - 6 = \underline{\quad}$

$10 + 7 = \underline{\quad}$

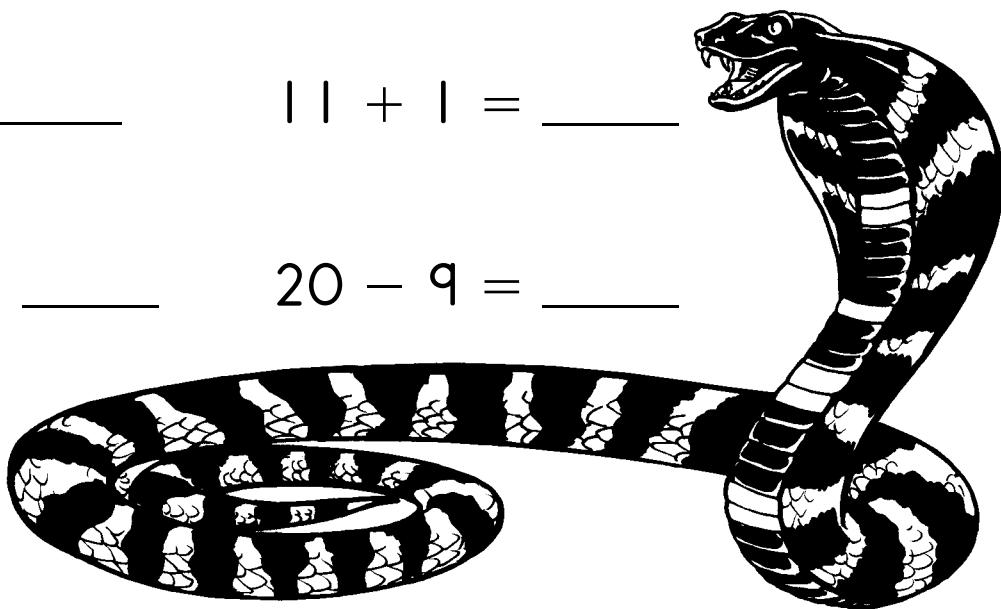
$19 + 4 = \underline{\quad}$

$13 - 3 = \underline{\quad}$

$11 + 1 = \underline{\quad}$

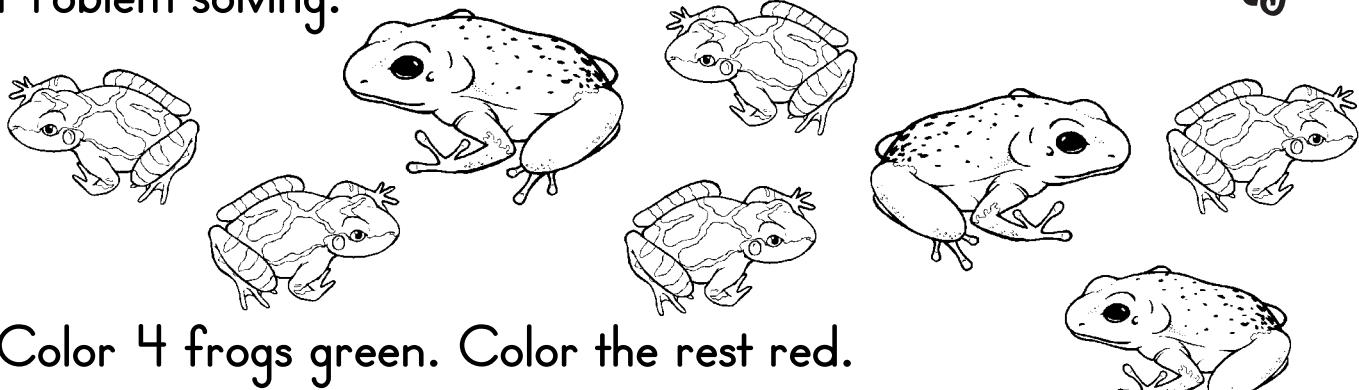
$16 + 10 = \underline{\quad}$

$20 - 9 = \underline{\quad}$



Name \_\_\_\_\_

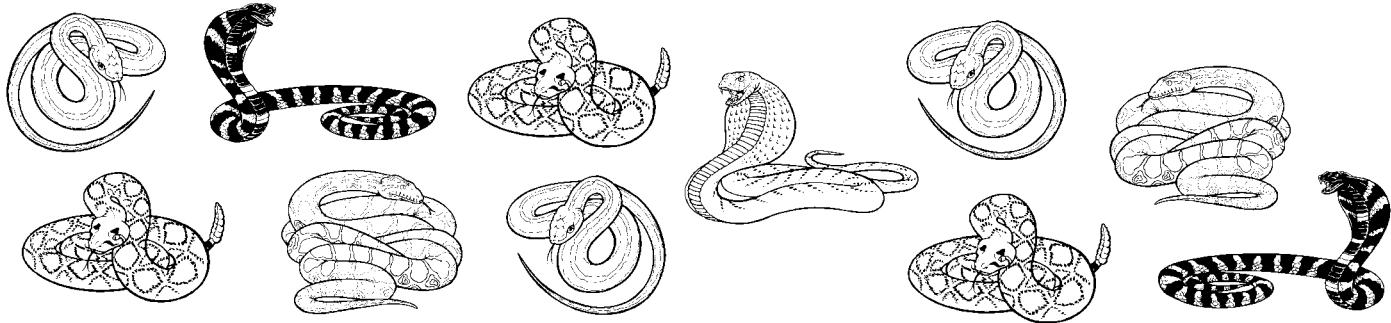
Problem solving.



Color 4 frogs green. Color the rest red.

How many frogs are red? \_\_\_\_\_

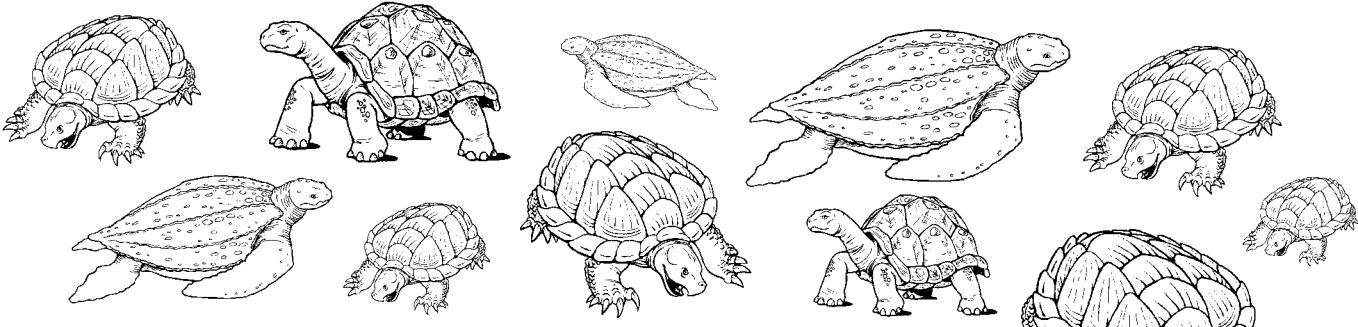
How many frogs total? 4 + \_\_\_\_\_ = \_\_\_\_\_



Color 6 snakes brown. Color the rest yellow.

How many snakes are yellow? \_\_\_\_\_

How many snakes total? 6 + \_\_\_\_\_ = \_\_\_\_\_



Color 5 turtles purple. Color the rest blue.

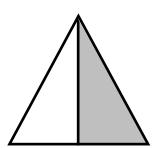
How many turtles are blue? \_\_\_\_\_

How many turtles total? 5 + \_\_\_\_\_ = \_\_\_\_\_

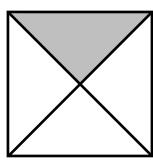
Name \_\_\_\_\_

Write the correct answer on each line below.

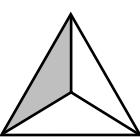
Which shaded shape shows  $\frac{1}{3}$ ? —



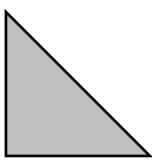
a.



b.

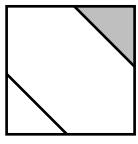


c.

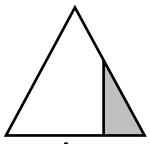


d.

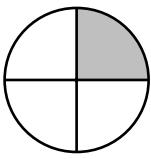
Which shaded shape shows  $\frac{1}{4}$ ? —



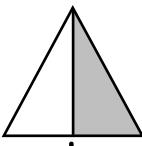
a.



b.

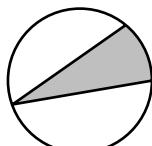


c.

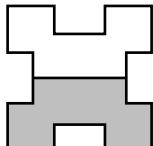


d.

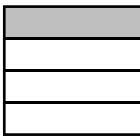
Which shaded shape shows  $\frac{1}{8}$ ? —



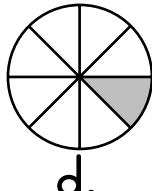
a.



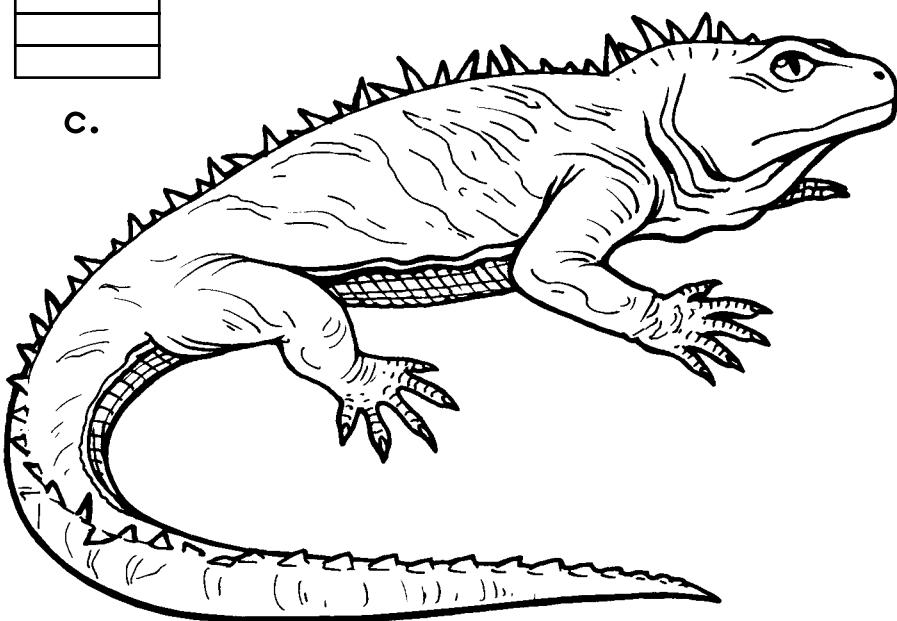
b.



c.



d.



Name \_\_\_\_\_

Circle the number words for 1-10 in the puzzle.

N	T	U	O	N	F	G	Z	T
I	F	H	I	Q	I	O	P	M
X	W	O	R	T	N	N	U	T
E	V	Z	D	E	I	Y	E	R
I	S	R	O	N	E	O	W	B
G	I	F	Z	V	G	U	E	S
H	N	E	I	T	W	O	N	I
T	P	O	X	V	H	N	I	X
S	L	S	E	V	E	N	J	P



ONE    TWO    THREE    FOUR  
FIVE    SIX    SEVEN  
EIGHT    NINE    TEN

Name \_\_\_\_\_

Find the answers by adding the numbers below.

$1 + 7 + 4 = \underline{\quad}$

$2 + 9 + 2 = \underline{\quad}$

$5 + 2 + 5 = \underline{\quad}$

$6 + 3 + 1 = \underline{\quad}$

$6 + 9 + 0 = \underline{\quad}$

$5 + 4 + 7 = \underline{\quad}$

$3 + 8 + 2 = \underline{\quad}$

$8 + 9 + 1 + 8 = \underline{\quad}$

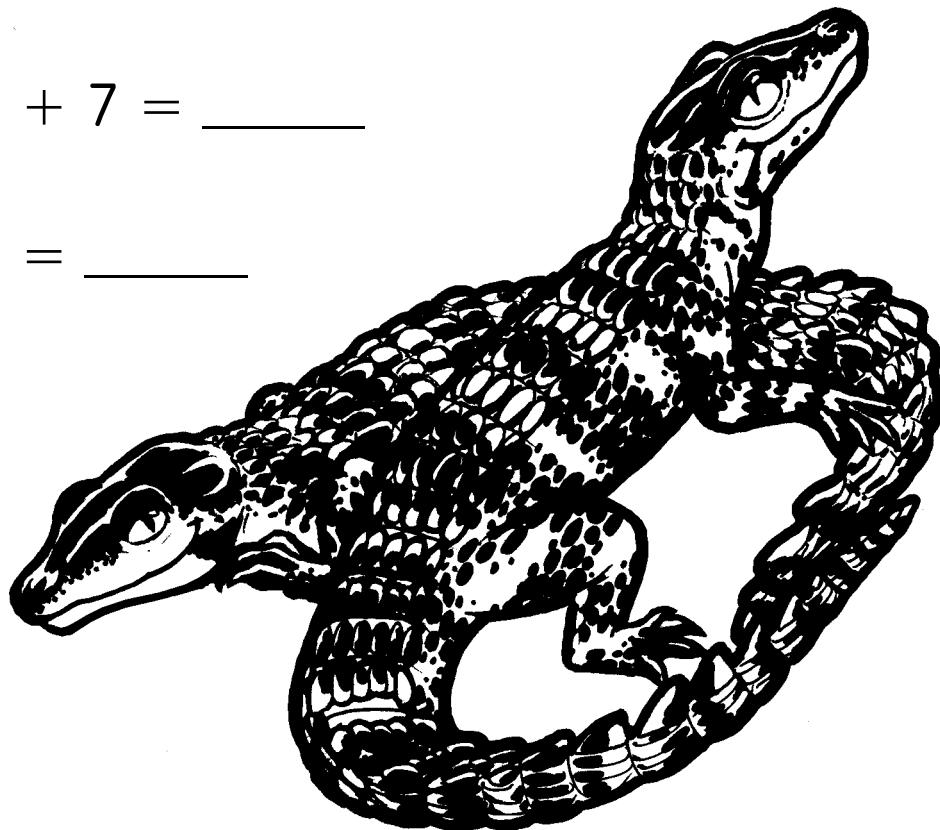
$1 + 2 + 3 + 7 = \underline{\quad}$

$3 + 5 + 7 + 9 = \underline{\quad}$

$8 + 9 + 9 + 8 = \underline{\quad}$

$1 + 8 + 3 + 1 = \underline{\quad}$

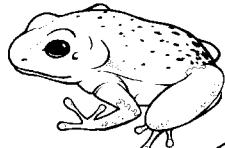
$4 + 2 + 3 + 7 = \underline{\quad}$



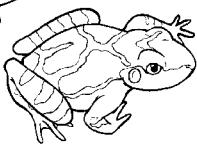
$9 + 8 + 7 = \underline{\quad}$

Name \_\_\_\_\_

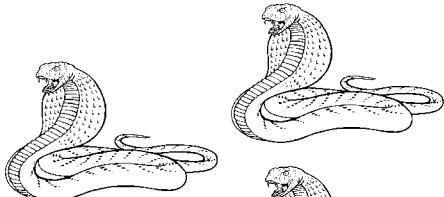
Count the reptiles or amphibians in each group and write the number words next to them.



\_\_\_\_\_

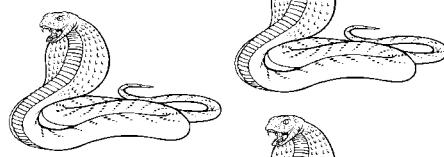


\_\_\_\_\_

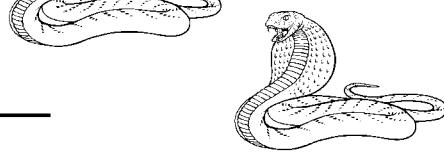


\_\_\_\_\_

\_\_\_\_\_

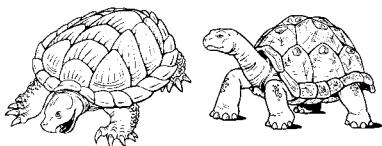


\_\_\_\_\_

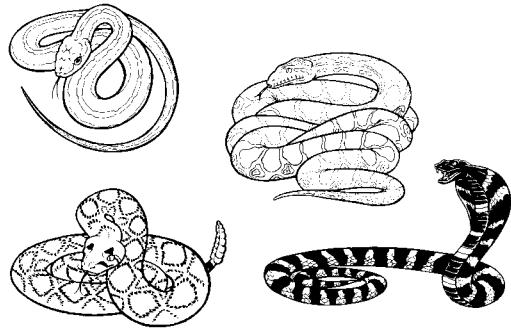


\_\_\_\_\_

\_\_\_\_\_

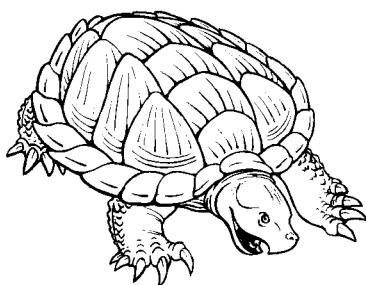


\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

one

two

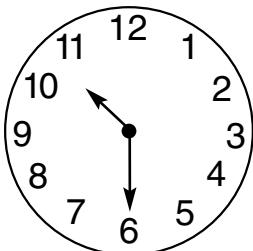
three

four

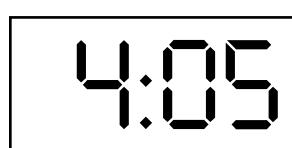
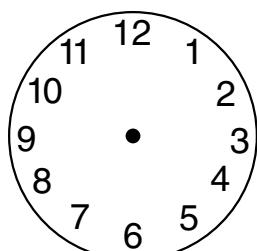
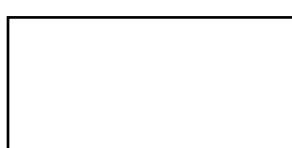
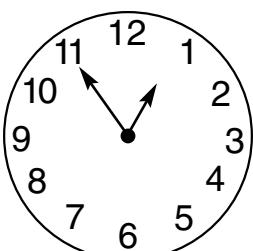
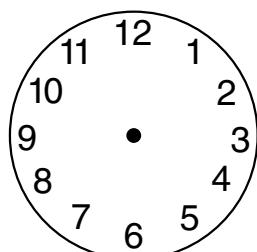
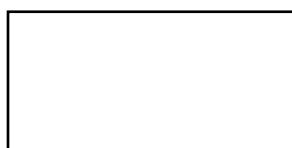
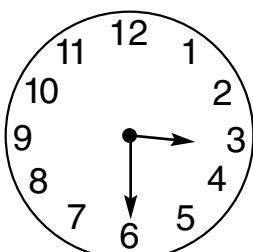
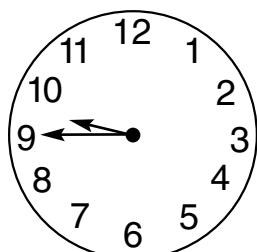
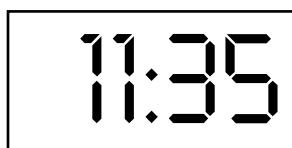
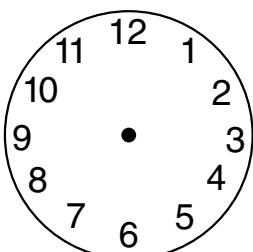
five

Name \_\_\_\_\_

Analog clocks show time by the position of hands on a dial. Digital clocks display time in numeric digits.



Complete the clocks below by filling in the missing hands or numbers.



Name \_\_\_\_\_

Add the numbers.

$$\begin{array}{r} 111 \\ +200 \\ \hline \end{array}$$

$$\begin{array}{r} 177 \\ +324 \\ \hline \end{array}$$

$$\begin{array}{r} 202 \\ +103 \\ \hline \end{array}$$

$$\begin{array}{r} 810 \\ +116 \\ \hline \end{array}$$

$$\begin{array}{r} 222 \\ +333 \\ \hline \end{array}$$

$$\begin{array}{r} 108 \\ +526 \\ \hline \end{array}$$

$$\begin{array}{r} 141 \\ +104 \\ \hline \end{array}$$

$$\begin{array}{r} 768 \\ +32 \\ \hline \end{array}$$

$$\begin{array}{r} 607 \\ +100 \\ \hline \end{array}$$

$$\begin{array}{r} 123 \\ +654 \\ \hline \end{array}$$

$$\begin{array}{r} 219 \\ +112 \\ \hline \end{array}$$

$$\begin{array}{r} 789 \\ +131 \\ \hline \end{array}$$

$$\begin{array}{r} 428 \\ +327 \\ \hline \end{array}$$

$$\begin{array}{r} 298 \\ +342 \\ \hline \end{array}$$

$$\begin{array}{r} 128 \\ +777 \\ \hline \end{array}$$

$$\begin{array}{r} 333 \\ +666 \\ \hline \end{array}$$

$$\begin{array}{r} 500 \\ +308 \\ \hline \end{array}$$

$$\begin{array}{r} 575 \\ +125 \\ \hline \end{array}$$

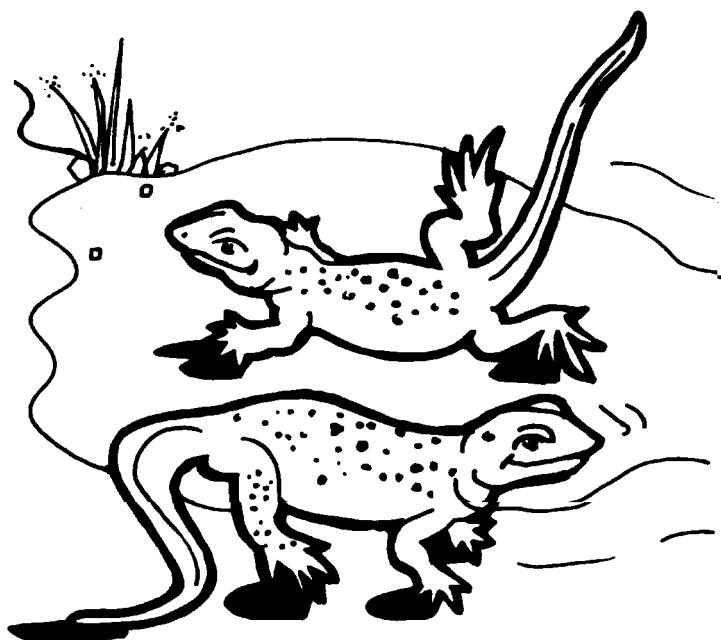
$$\begin{array}{r} 256 \\ +616 \\ \hline \end{array}$$

$$\begin{array}{r} 911 \\ +199 \\ \hline \end{array}$$

$$\begin{array}{r} 444 \\ +444 \\ \hline \end{array}$$

$$\begin{array}{r} 502 \\ +367 \\ \hline \end{array}$$

$$\begin{array}{r} 503 \\ +411 \\ \hline \end{array}$$



Name \_\_\_\_\_

Find the answers to these multiplication problems.

$$\begin{array}{r} 1 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

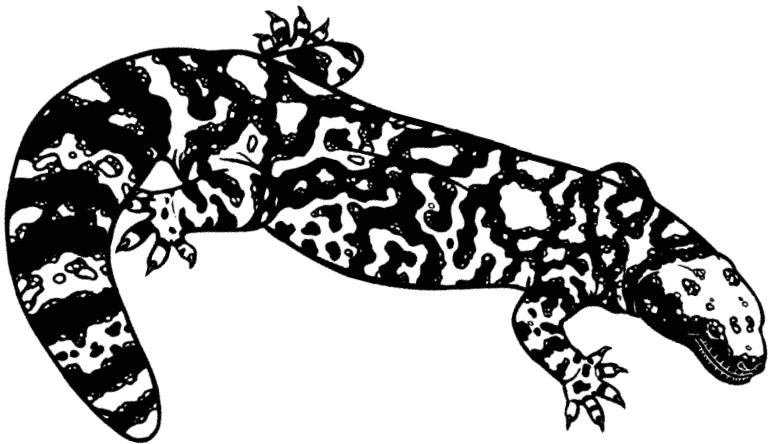
$$\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$$

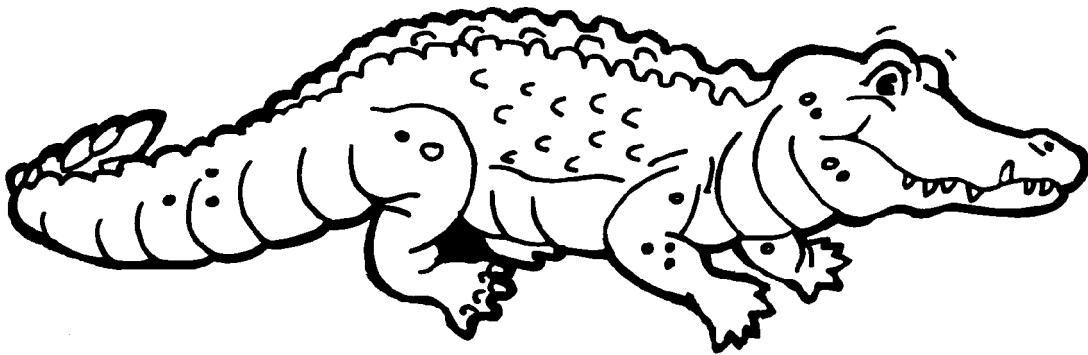
$$\begin{array}{r} - \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$$



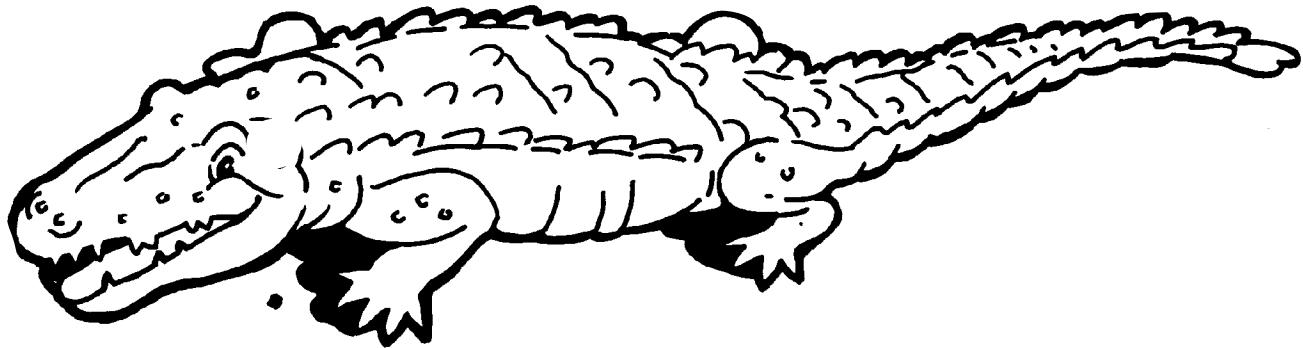
Name \_\_\_\_\_

With alligators and crocodiles it is sometimes hard to remember which is which. You can tell them apart because the American crocodile has a thinner and longer snout than the American alligator. Write each name twice for practice.



crocodile

crocodile

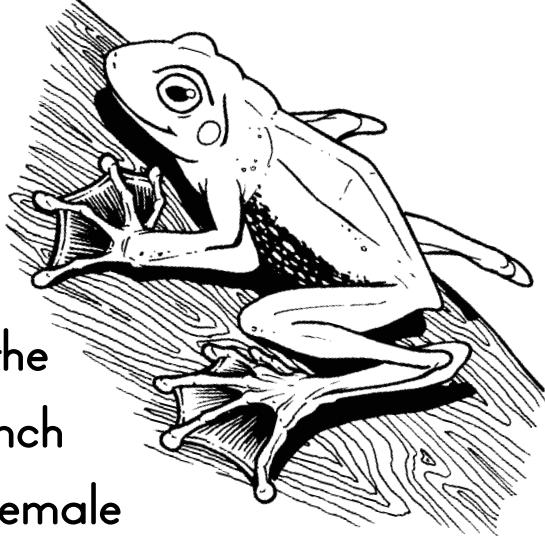


alligator

alligator

Read the paragraph. Then answer the questions by circling True if the statement is true, and False if the statement is false.

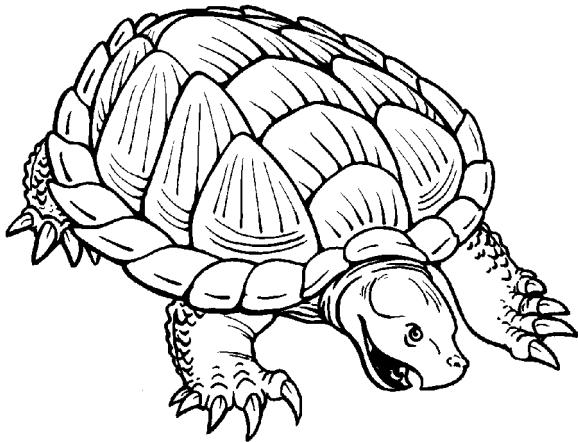
Wallace's flying frog's home is in Asia. This frog is four inches long with a skinny body. It has flaps of skin around its front legs and special webbing between its toes. This allows the frog to glide through the air from branch to branch. This looks like flying. The female frog can lay from 40 to an amazing 2,000 eggs.



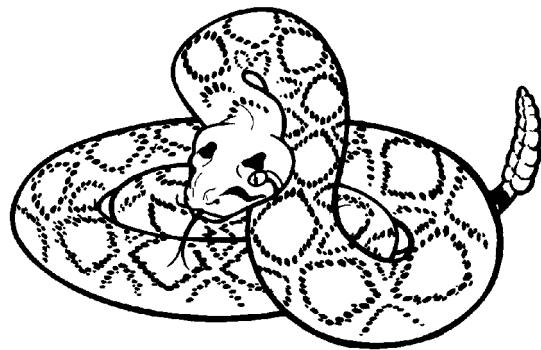
1. The flying frog has one baby.      True      False
2. The flying frog is four inches long.      True      False
3. The flying frog can fly.      True      False
4. The flying frog has a skinny body.      True      False
5. There are no flying frogs in Asia.      True      False
6. It has flaps of skin on its front legs.      True      False

Name \_\_\_\_\_

Name the reptile, then circle the correct order for each one. Use your Fact Files.



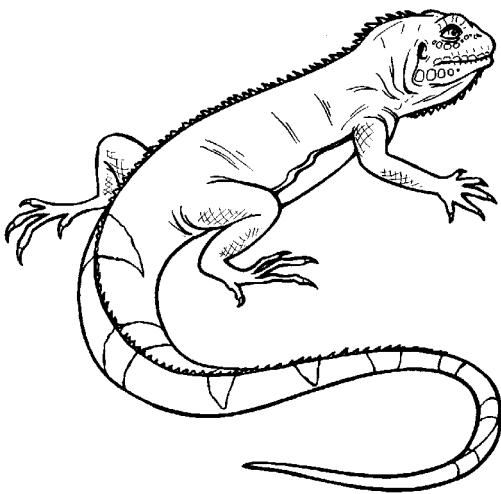
Anura



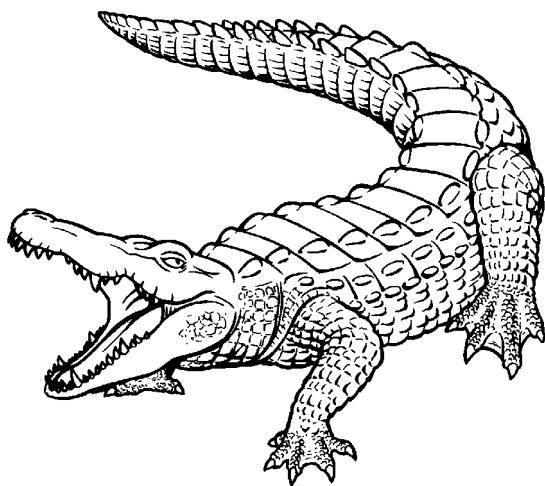
Chelonia

Squamata

Urodela



Crocodylia

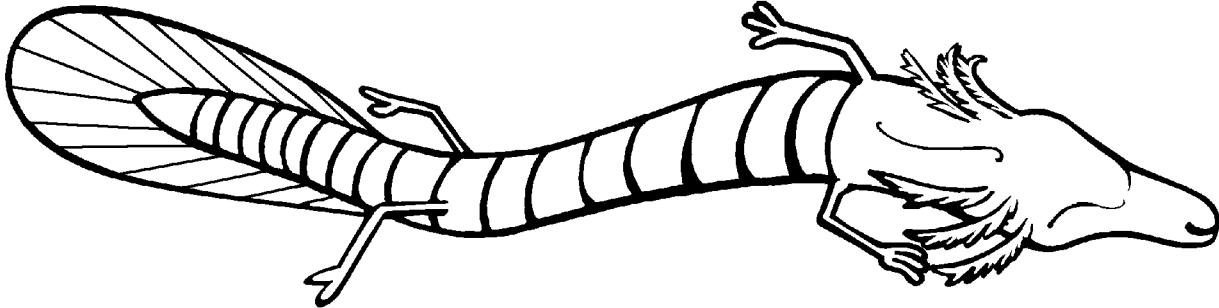


Squamata

Crocodylia

Sirenia

Read the paragraph. Then, using what you have read, answer the questions below.



The olm is a very special kind of salamander that lives in Europe. Because it only lives in caves, it has pale, colorless skin and tiny, useless eyes covered with a layer of skin. Olms eat small crustaceans like crayfish, and lay up to 70 eggs at a time. Olms never grow out of their "tadpole" stage, but they can reach 12 inches in length. It is thought that they may live to be 100 years old!

1. How big is the olm? \_\_\_\_\_
2. How old might olms get? \_\_\_\_\_
3. What do olms like to eat? \_\_\_\_\_
4. Does this make them an herbivore (plant eater) or a carnivore (meat eater)? \_\_\_\_\_
5. Why are olms pale and blind? \_\_\_\_\_
6. How big is an olm's clutch of eggs? \_\_\_\_\_

Name \_\_\_\_\_

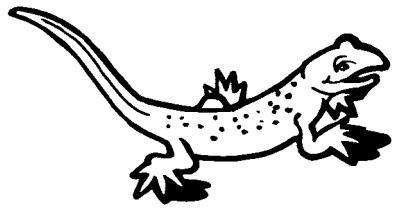
Write a “T” next to each true statement about the order *Squamata*. Write an “F” if the statement is false.

- \_\_\_ Some snakes are very poisonous.
- \_\_\_ All snakes and lizards lay eggs.
- \_\_\_ Some snakes like to hide in trees.
- \_\_\_ Snakes do not blink.
- \_\_\_ Gila monsters have hair on their heads.
- \_\_\_ Boas kill their prey with venom.
- \_\_\_ Frilled lizards can run on their back legs.
- \_\_\_ Komodo dragons are the smallest lizards in the world.

Draw a picture of  
your favorite reptile  
from the order  
*Squamata*.



Name \_\_\_\_\_

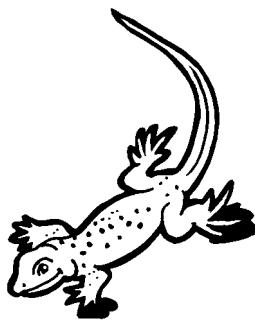


Use your Fact Files on lizards.  
Fill in the blanks.

1. The \_\_\_\_\_ is one of only two poisonous lizards in the world.

2. The \_\_\_\_\_ is the largest lizard of all.

3. Most lizards have \_\_\_\_\_ legs, though a few have none at all.

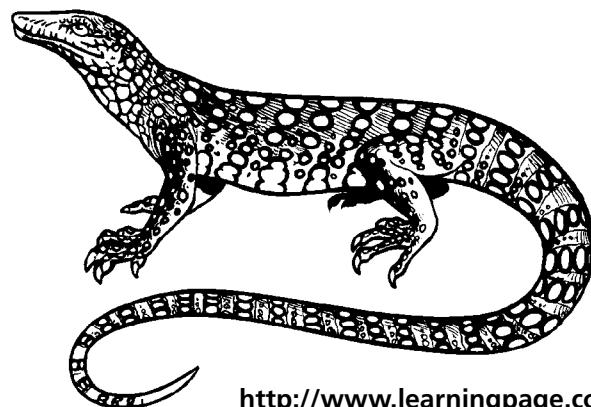


4. A gecko can lose its \_\_\_\_\_ very easily to \_\_\_\_\_ from predators.

5. The marine iguana is a very good \_\_\_\_\_ and can hold its \_\_\_\_\_ for up to half an hour.

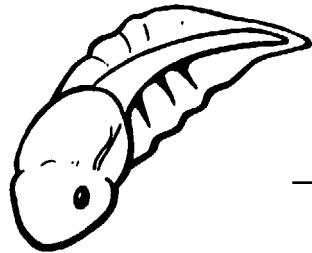
6. The \_\_\_\_\_ can change color to match its surroundings.

7. A \_\_\_\_\_ can run on its back legs fast enough to run across the surface of the water!

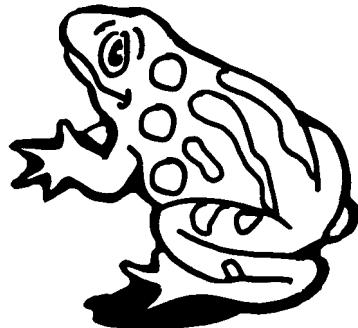


Name \_\_\_\_\_

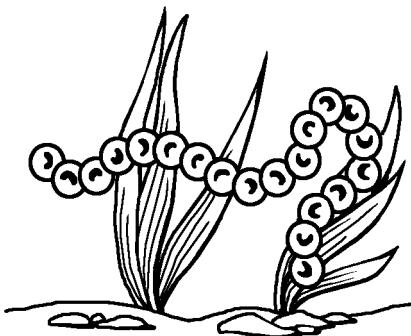
A frog goes through three stages before becoming an adult. This process is called metamorphosis. Label the stages of metamorphosis in the order in which they happen.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Describe the stages the frog goes through, starting with the eggs. \_\_\_\_\_

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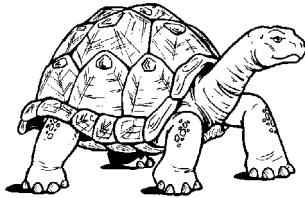
Name \_\_\_\_\_

Use your Fact Files to choose the correct length  
for each animal and write it under the animal's picture.

There are 1000 centimeters in a meter.

Galapagos  
Giant Tortoise

1.



1200

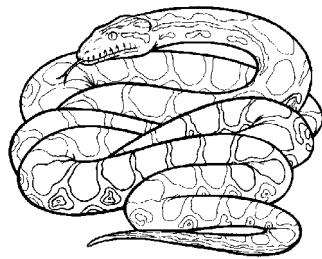
cm.

Chameleon

2.



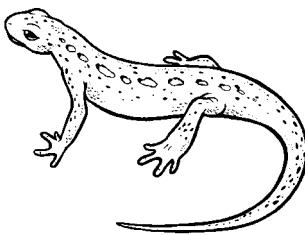
3.



Anaconda

Newt

4.

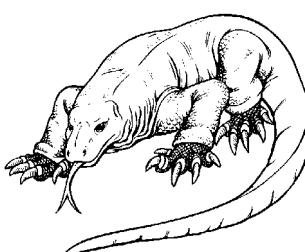


\_\_\_\_\_

cm.

Komodo Dragon

5.

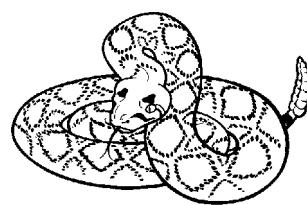


\_\_\_\_\_

cm.

Western Diamondback  
Rattlesnake

6.



\_\_\_\_\_

cm.

Choices:

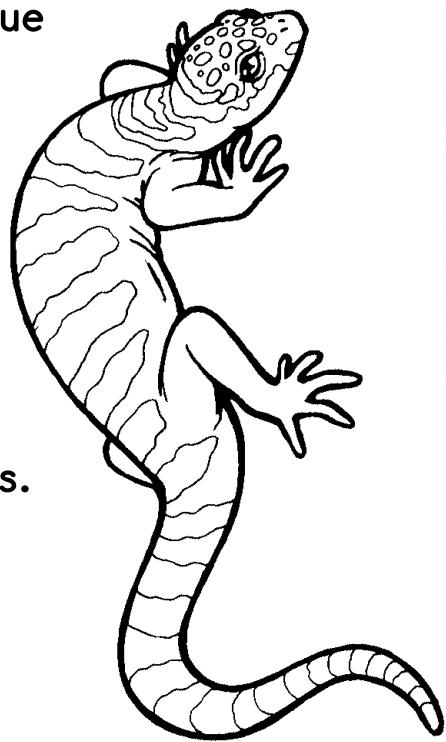
14	1200	3000	210	7600	30
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Read the paragraph. Then circle “true” or “false” for each question below.

The only reptile with vocal cords is the gecko. The sounds geckos make include high-pitched chirps, tongue clicks, and quacking like ducks. Some geckos even sound like barking dogs!

Geckos have eyelids like snakes and cannot blink. They clean their eyelids by licking them with their long tongues.

Geckos do not have suction cups on their toes. Instead, they use thousands of little ridges on the bottoms of their toes to grab onto the tiny grooves and bumps on smooth surfaces like aquarium walls.

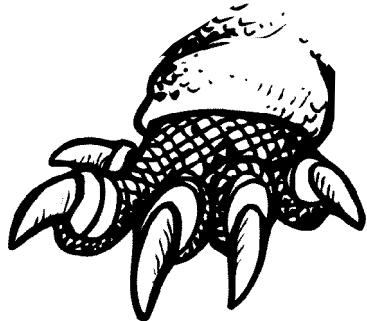


- |  |      |       |
|--|------|-------|
| 1. Geckos have suction cups on their toes. | True | False |
| 2. Geckos cannot blink.                    | True | False |
| 3. Geckos lick their eyelids clean.        | True | False |
| 4. All reptiles have vocal cords.          | True | False |
| 5. Some geckos sound like barking dogs.    | True | False |
| 6. Geckos can climb very smooth surfaces.  | True | False |

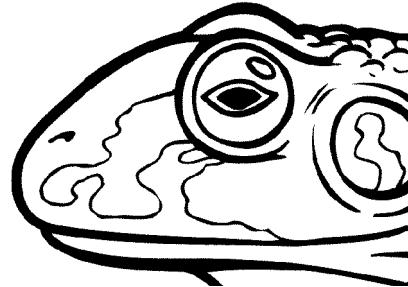
Name \_\_\_\_\_

Identify each animal by its body part.

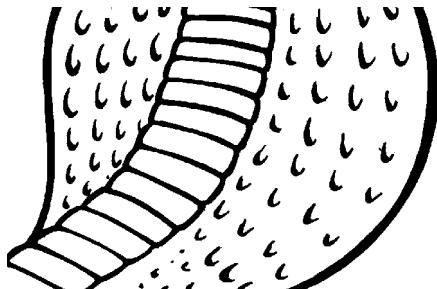
Circle the correct name in each pair.



komodo dragon | newt



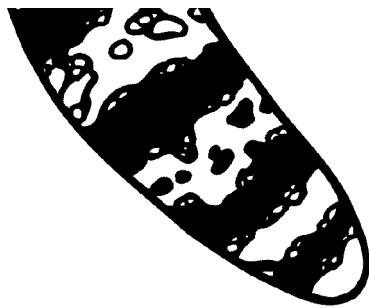
bullfrog | spring peeper



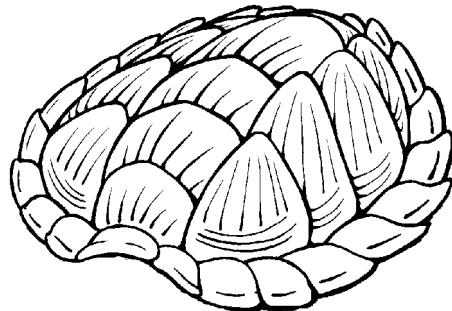
frilled lizard | king cobra



rattlesnake | anaconda



chameleon | gila monster



tortoise | snapping turtle

Name \_\_\_\_\_

Circle the correct answer to the questions below.

Use your Fact Files.

1. Which lizard lays the most eggs?

Marine iguana

Chameleon

Komodo dragon

2. Which lizard lives the longest?

Marine iguana

Gila monster

Frilled lizard

3. Which lizard eats wild pigs?

Chameleon

Frilled lizard

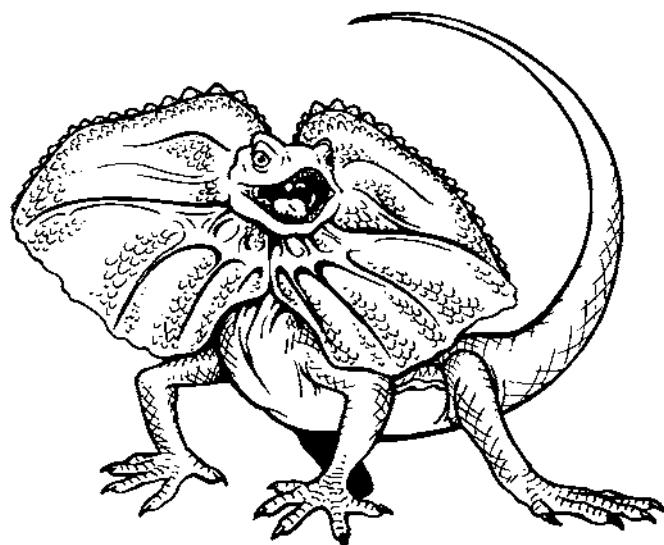
Komodo dragon

4. Which lizard stores fat in its tail?

Frilled lizard

Gila monster

Marine iguana



Name \_\_\_\_\_

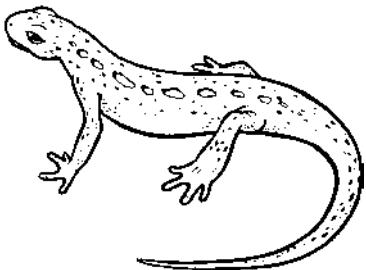
Amphibian eggs need to be kept moist.

Young amphibians have gills for breathing underwater.

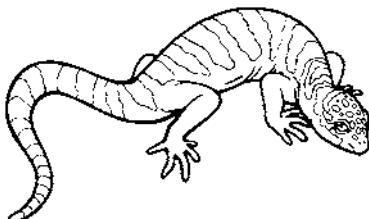
As they become adults, most amphibians develop lungs for breathing on land.

Use the sentences above and your Fact Files to help you answer the questions below. Circle the answers.

1. Which animal is not an amphibian?



Newt



Gecko



Salamander

2. Where do you think most amphibians lay their eggs?

in trees

on dry ground

in the water

3. Where do you think most young amphibians live?

in trees

on dry ground

in the water

Name \_\_\_\_\_

Frogs and toads are amphibians. A frog's skin needs to be kept moist, so most frogs live in or near water. A frog has long back legs to jump with. A toad's skin is dry. Toads can live in places that are dry. A toad has shorter back legs than a frog.

Use the sentences above and your Fact Files to help you answer the questions below. Circle the answers.

1. Which kind of amphibian has skin that is dry?

frogs

toads

2. Which do you think are better jumpers?

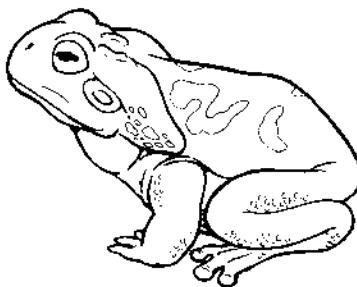
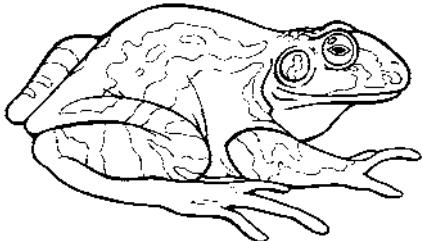
frogs

toads

3. Use your Fact Files to write the name of one frog and one toad.

frog \_\_\_\_\_

toad \_\_\_\_\_



Name \_\_\_\_\_

Turtles and tortoises are reptiles that have shells covering their bodies. They use their shells to protect themselves. Turtles usually live in water, and tortoises live on land. Both turtles and tortoises may live a very long time.

Use the sentences above and your Fact Files to help you answer the questions below. Circle the answers.

1. Turtles and tortoises are

reptiles

amphibians

2. Where does the Galapagos giant tortoise lives?

on land

in water

3. Why do turtles and tortoises have shells?

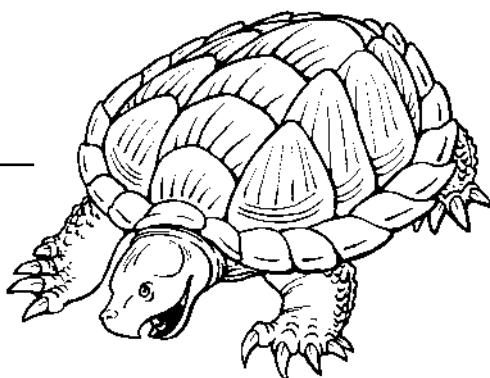
to stay dry

for protection

4. Write the name of the turtle that is in your Reptiles and Amphibians Fact Files.

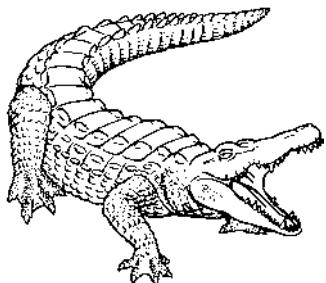
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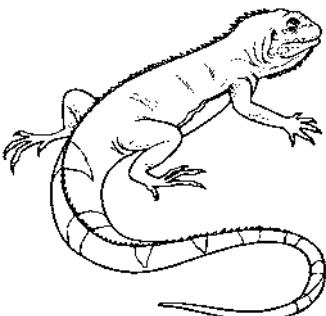


Name \_\_\_\_\_

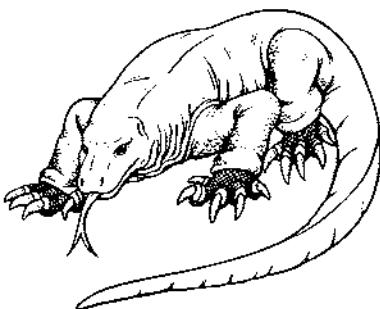
Draw a line from each animal to its identifying fact.



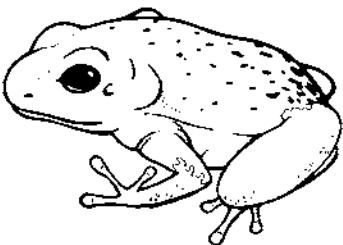
A lizard that  
eats only one  
meal a day



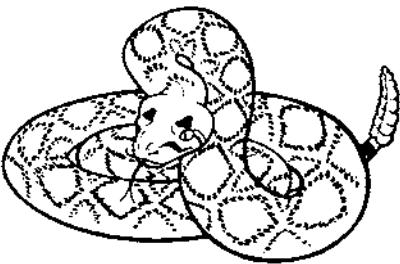
A lizard with  
deadly bacteria  
in its mouth



Warns other  
animals with a  
rattle on its tail



Is an  
endangered  
species

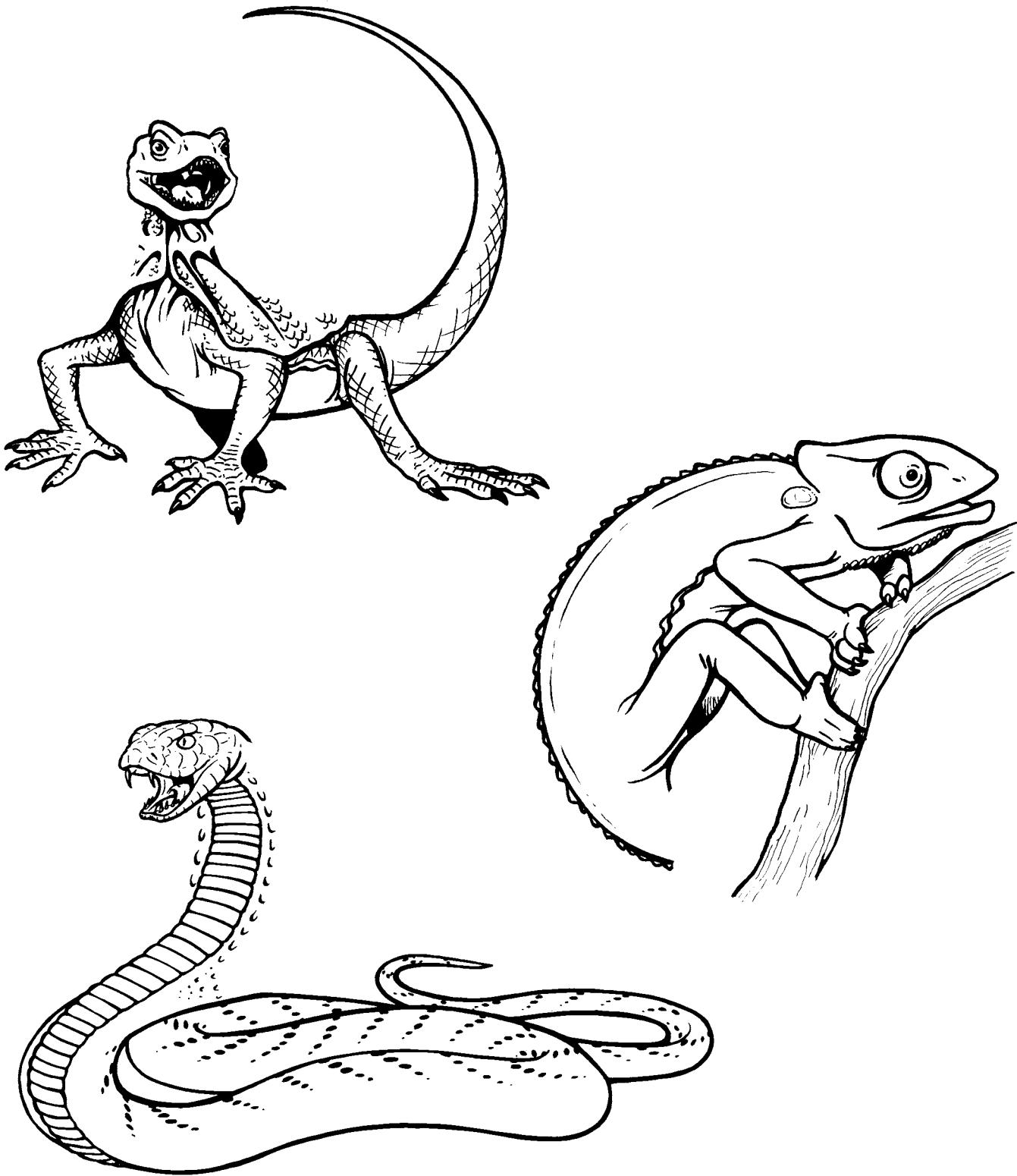


An amphibian  
that can lay up to  
1,000 eggs

Name \_\_\_\_\_

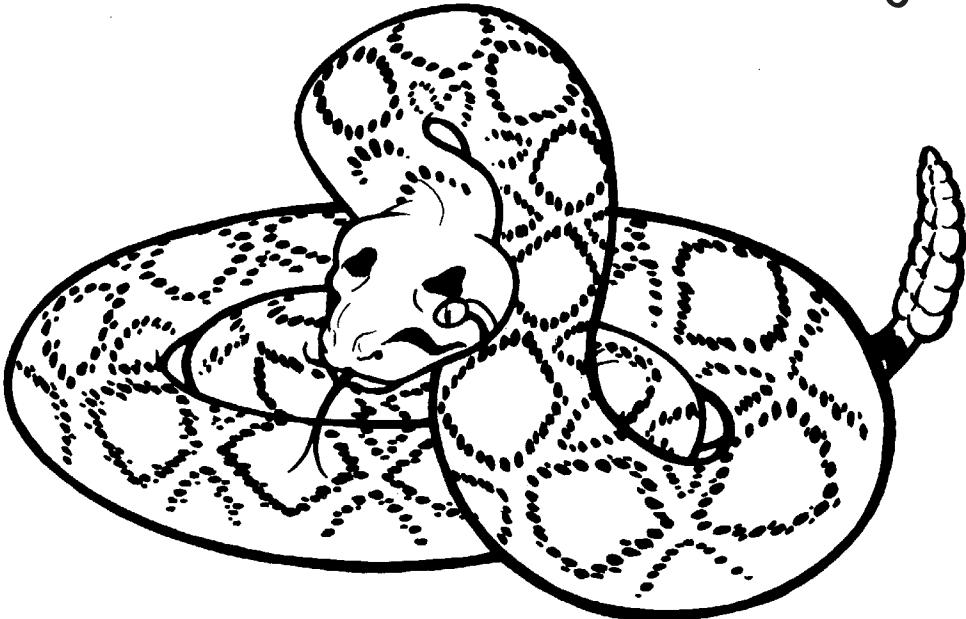
Draw the missing part of each animal.

Use your Fact Files.



Name \_\_\_\_\_

A rattlesnake has venom that flows through its two front teeth. A rattlesnake's mouth can open very wide. It can swallow prey that is bigger than its head!



Rattlesnakes shed their skin. This means that their old skin comes off, leaving new skin underneath. Each time they shed their skin, a new ring is added to their rattle.

Use the sentences above and the pictures to answer the questions below.

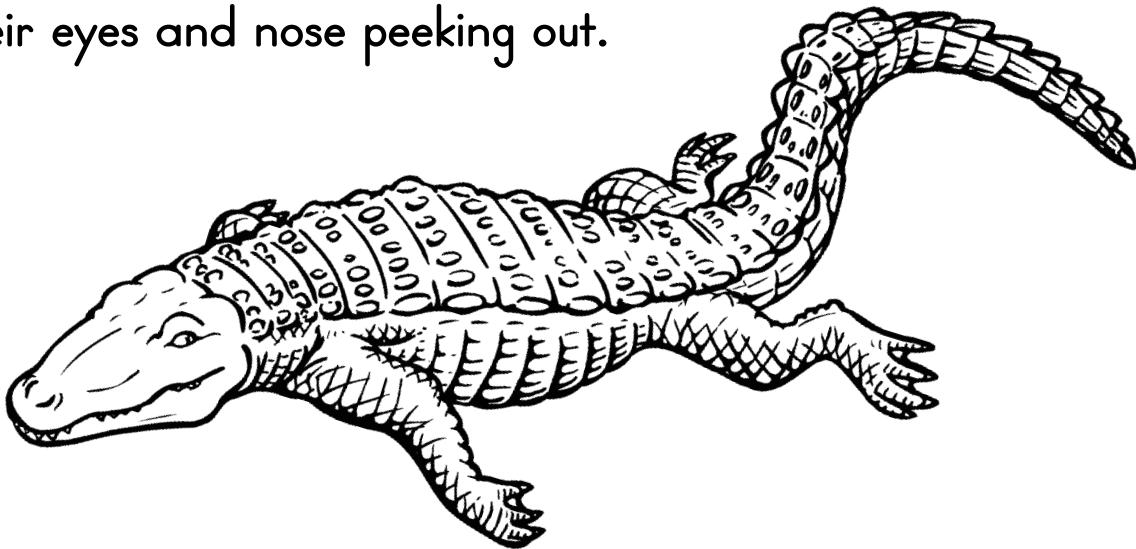
1. Venom flows through a rattlesnake's \_\_\_\_\_.  
\_\_\_\_\_.

2. A rattlesnake can open its mouth very \_\_\_\_\_.

3. Count the rings on the rattle. How many times has this rattlesnake shed its skin? \_\_\_\_\_ times

Name \_\_\_\_\_

All alligators and crocodiles are meat eaters (carnivores). They often hunt while floating in the water with their eyes and nose peeking out.



Use the sentences above and your Fact Files to help you answer the questions below. Circle the answers.

1. Which do you think an alligator or crocodile would like to eat best?

fish                      cake                      seaweed

2. What part of an alligator or crocodile might you see if it were hunting in the water?

feet                      eyes and nose                      tail

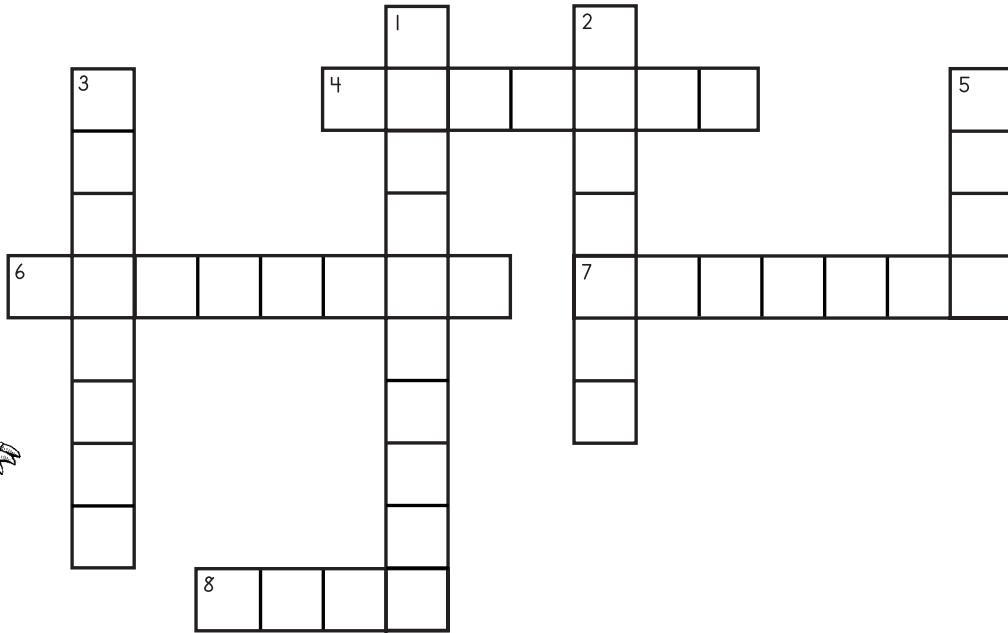
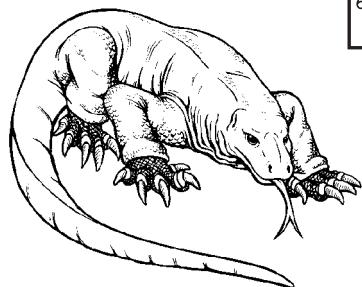
3. Are alligators and crocodiles reptiles or amphibians?

reptiles                      amphibians

Name \_\_\_\_\_

Use your Komodo Dragon Fact File and the word list to complete the sentences. Then complete the crossword puzzle.

carnivores	reptile	islands	eggs
largest	pigs	Squamata	bacteria



Across:

4. Komodo dragons are the \_\_\_\_\_ lizards in the world.
6. Komodo dragons have deadly \_\_\_\_\_ in their mouths.
7. Pada is one of the \_\_\_\_\_ where Komodo dragons live.
8. Komodo dragons eat wild \_\_\_\_\_ .

Down:

1. Komodo dragons are \_\_\_\_\_. This means they eat meat.
2. Komodo dragons belong to the group \_\_\_\_\_.
3. Komodo dragons belong to the order \_\_\_\_\_.
5. Female Komodo dragons lay 15 \_\_\_\_\_ .

Name \_\_\_\_\_

Write a "T" next to each true statement about the garter snake. Write an "F" if the statement is false. Use your Garter Snake Fact File.

\_\_\_\_ Garter snakes like to eat earthworms.

\_\_\_\_ Garter snakes never bite.

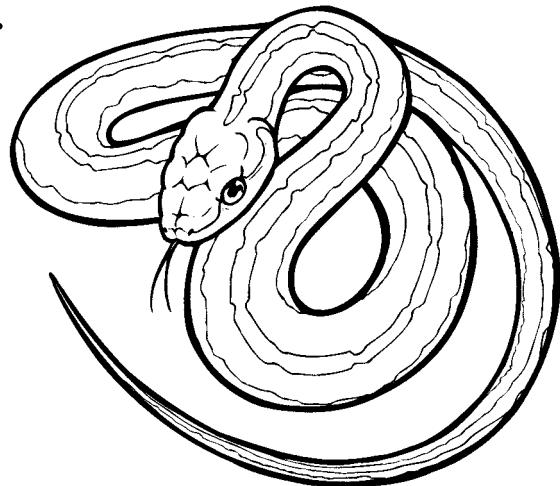
\_\_\_\_ Garter snakes are carnivores.

\_\_\_\_ Garter snakes live only one year.

\_\_\_\_ Garter snakes are very rare.

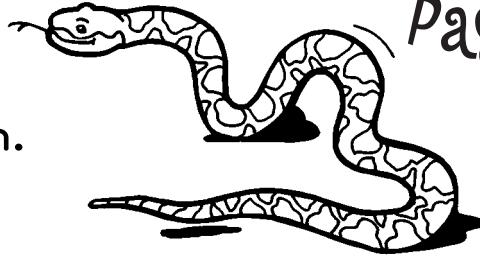
\_\_\_\_ Garter snakes are reptiles.

\_\_\_\_ Garter snakes are mammals.



Name \_\_\_\_\_

Rewrite the following sentences with  
correct capitalization and punctuation.



1. reptiles and amphibians are cold-blooded animals

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2. amphibians sandy said have to lay their eggs in water so they  
don't dry out

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3. do you know that frogs have no ribs

---

4. komodo dragons eat anything they can catch like sheep deer  
and other animals

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5. jake yelled look out theres a gila monster under that rock

---

6. is a salamander related to a frog

---

7. my friend david has a pet garter snake and a turtle

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Name \_\_\_\_\_

Write each word in the box next to the number of syllables it has.

iguana

reptile

teeth

chameleon

anaconda

rattlesnake

gecko

scale

1 syllable \_\_\_\_\_

1 syllable \_\_\_\_\_

2 syllables \_\_\_\_\_

2 syllables \_\_\_\_\_

3 syllables \_\_\_\_\_

3 syllables \_\_\_\_\_

4 syllables \_\_\_\_\_

4 syllables \_\_\_\_\_

How many syllables?

Komodo \_\_\_\_\_

salamander \_\_\_\_\_

alligator \_\_\_\_\_

Galapagos \_\_\_\_\_

newt \_\_\_\_\_

diamondback \_\_\_\_\_

Gila \_\_\_\_\_

frilled \_\_\_\_\_



Name \_\_\_\_\_

Use your Fact Files to determine which antonym (word opposite) is correct. Circle the correct one.

1. The Komodo dragon is the ( smallest largest ) lizard in the world.
2. The garter snake is very ( common rare ).
3. A bullfrog is a ( good bad ) jumper, able to jump nine times its body length.
4. Crocodiles have a ( shorter longer ) snout than an alligator.
5. Marine iguanas spend ( a lot of a little ) time in the water.
6. Geckos lose their tails ( easily with difficulty ).
7. Frilled lizards stand ( upright level ) to run quickly.
8. The spring peeper's song is one of the ( first last ) signs of spring.
9. The giant toad is able to adapt to ( many few ) different environments.
10. A poison-arrow frog's poison can kill predators ( slowly instantly ).
11. Spotted salamanders spend ( most little ) of their lives underground.

Name \_\_\_\_\_

List 3 words that rhyme with the last word of the sentence. Then write a second sentence using one of those words.

1. The frog jumped onto a lily pad.

3 words: \_\_\_\_\_

Sentence: \_\_\_\_\_

2. A Komodo dragon is quite a sight.

3 words: \_\_\_\_\_

Sentence: \_\_\_\_\_

3. The Galapagos tortoise is a turtle that's big.

3 words: \_\_\_\_\_

Sentence: \_\_\_\_\_

4. You'll never see a boa blink.

3 words: \_\_\_\_\_

Sentence: \_\_\_\_\_

5. The salamander hid in the pool. \_\_\_\_\_

3 words: \_\_\_\_\_

Sentence: \_\_\_\_\_

Name \_\_\_\_\_

Write the correct vowel(s) to make the long *i* sound:  
*i, i—e, ei, y.*

p — p —

f — l —

h — — ght

wh —

wh — t —

bu —

k — t —

wh — l —

b — t —

str — p —

fl —

p — l —

h — d —

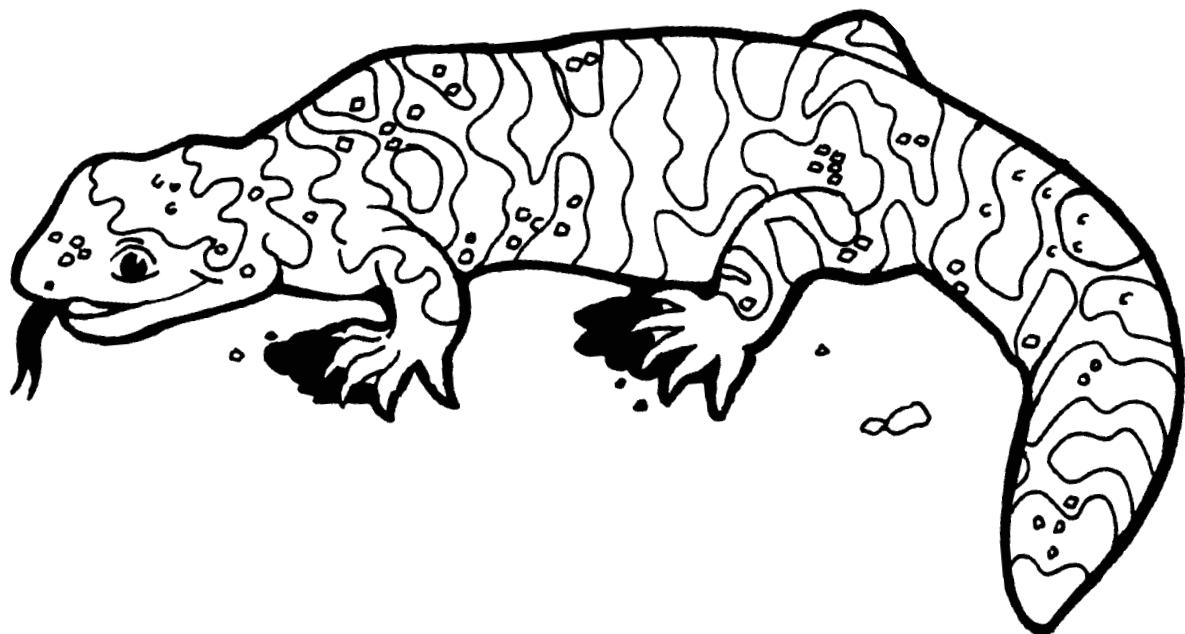
h — gh

m — l —

cl — mb

m — ght

wh — n —

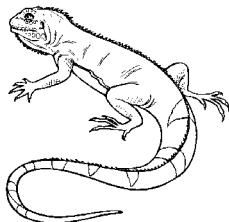
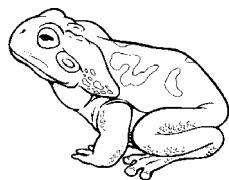
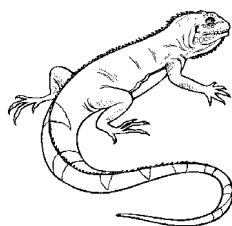
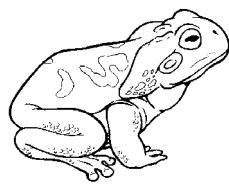


SKILL: LONG *i* SOUND

Name \_\_\_\_\_

Find the words below in the puzzle.

S	R	F	R	I	L	L	R	I
B	T	O	R	T	O	I	S	E
I	X	B	L	T	N	Z	C	P
G	E	C	K	O	M	A	A	E
U	V	E	R	A	H	R	L	M
A	I	Y	V	D	O	D	E	R
N	Q	C	A	E	L	R	S	S
A	M	P	H	I	B	I	A	N
R	E	T	O	R	T	E	L	U



SKILL: WORD RECOGNITION

tortoise

iguana

lizard

gecko

amphibian

scales

frill

toad

Name \_\_\_\_\_

Write the correct vowels to make the long *u* sound:

*u, u-e, ew, oo.*

r \_\_ by

l \_\_ re

n \_\_ \_\_ spaper

acc \_\_ s \_\_

ch \_\_ \_\_

r \_\_ d \_\_

b \_\_ \_\_ ts

m \_\_ \_\_ dy

st \_\_ \_\_

f \_\_ \_\_ l

n \_\_ \_\_ t

h \_\_ mor

fl \_\_ t \_\_

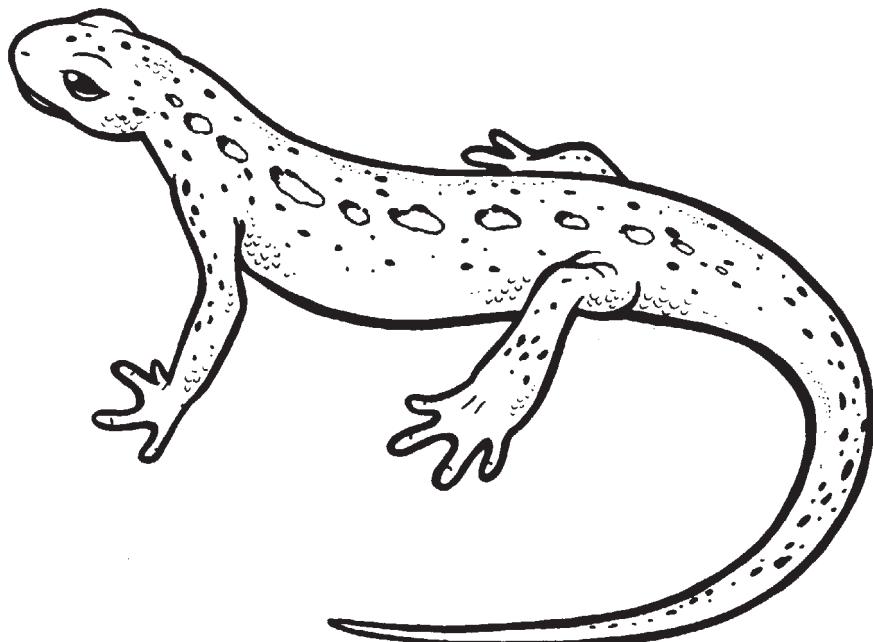
ch \_\_ \_\_ se

s \_\_ \_\_ er

thr \_\_ \_\_

l \_\_ \_\_ se

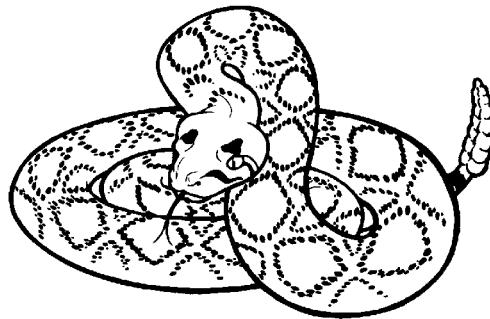
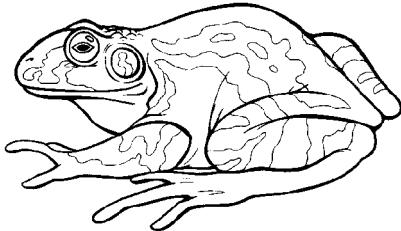
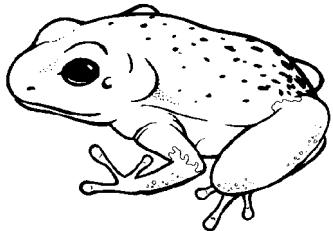
sc \_\_ \_\_ ter



Name \_\_\_\_\_

The parts of these compound words are mismatched.

Separate the word parts and find their true matches  
based on the examples.



fingerbread

gingernail

finger bread

ginger nail

fingernail

gingerbread

bittersnake

\_\_\_\_\_

diamondtail

\_\_\_\_\_

sugarback

\_\_\_\_\_

cowfrog

\_\_\_\_\_

cottonberry

\_\_\_\_\_

rattlesweet

\_\_\_\_\_

strawboy

\_\_\_\_\_

bullplum

\_\_\_\_\_

Name \_\_\_\_\_

Write a paragraph about your favorite reptile or amphibian. List at least three facts about it and explain why it is your favorite.

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Name \_\_\_\_\_

Write the following verbs in their correct tenses.

**past tense**

**present tense**

**future tense**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

will eat

bit

\_\_\_\_\_

is coiling

\_\_\_\_\_

jumped

\_\_\_\_\_

will run

laid

\_\_\_\_\_

is swimming

\_\_\_\_\_

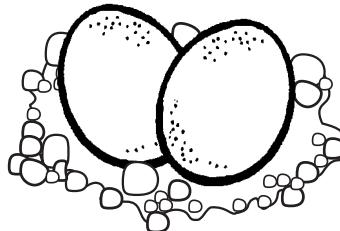
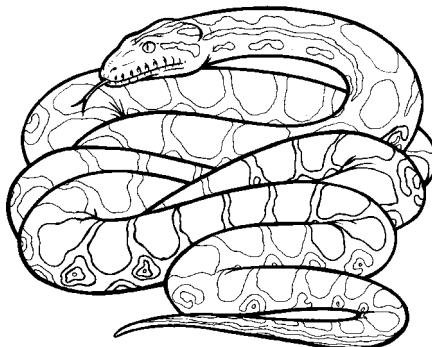
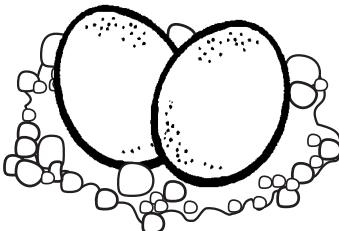
bled

\_\_\_\_\_

is crying

\_\_\_\_\_

will sleep



Name \_\_\_\_\_

Each sentence has one word spelled wrong.

Circle the spelling errors and write the correct spelling on the line.

1. The Komodo dragon is the world's largest lizzard. \_\_\_\_\_
2. A gecko tail can braek off if it is grabbed. \_\_\_\_\_
3. Some snakes have really poisinoss venom. \_\_\_\_\_
4. Alligator teeth are pointed and trianguler. \_\_\_\_\_
5. The newt has soft, slick and spoted skin. \_\_\_\_\_
6. A turtle's shell is connekted to its spine. \_\_\_\_\_

Some of the following words are misspelled. If they are spelled correctly, circle yes. If they are misspelled, circle no and spell the word correctly on the line next to it.

1. decide yes no \_\_\_\_\_
2. wierd yes no \_\_\_\_\_
3. forrest yes no \_\_\_\_\_
4. straitg yes no \_\_\_\_\_
5. strong yes no \_\_\_\_\_
6. swiming yes no \_\_\_\_\_
7. correct yes no \_\_\_\_\_

Name \_\_\_\_\_

Imagine that you are a reptile or an amphibian.  
What kind of reptile or amphibian would you be?

I would be a(n) \_\_\_\_\_

This is what I would look like.

This is a story about my day as a reptile or an amphibian.

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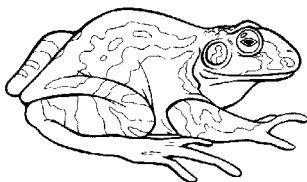
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Name \_\_\_\_\_

A haiku poem has 3 lines. Each line contains a set number of syllables.

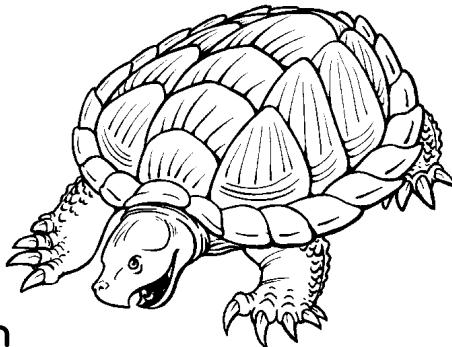


Line 1 – 5 syllables

Line 2 – 7 syllables

Line 3 – 5 syllables

Frog sat in the rain  
But Turtle pulled his head in  
Under his dry shell.



Write a haiku poem about reptiles or amphibians.

Draw a picture to illustrate your poem.

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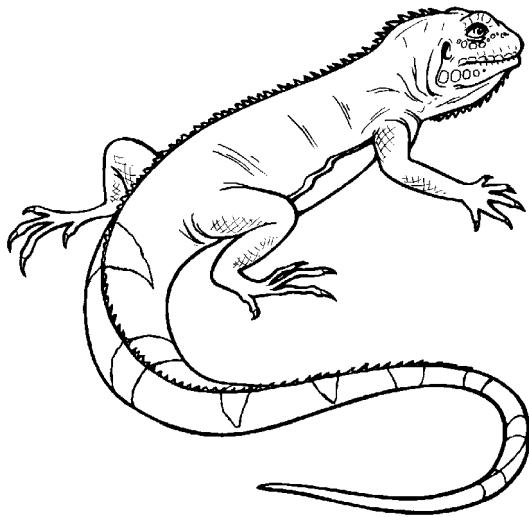
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Name \_\_\_\_\_

Put these sentences in time order.

After 30 minutes, Marine Iguana surfaced for a breath of air.



Hungry Marine Iguana had a lunchtime meal of seaweed.

In the morning, Marine Iguana dived underneath the waves.

After the sun set, it was time for Marine Iguana to sleep.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Name \_\_\_\_\_

These pairs of words are analogies, words that are connected in some way. For each set of word pairs, circle the analogy that is most similar to the first analogy.

The colon (:) in the following pairs means “is to”.

green : turtle means “green is to turtle”, as

- a. blue : carrot   b. tail : gecko   c. orange : salamander

The correct answer is

“green is to turtle” as “orange is to salamander”.

1. predator : prey

- a. snake : lion   b. treefrog : moth   c. tortoise : volcano

2. cobra : venom

- a. toad : hopping   b. alligator : eggs  
c. anaconda : constriction

3. swamp : crocodile

- a. frill : lizard   b. desert : rattlesnake   c. clouds : alligator

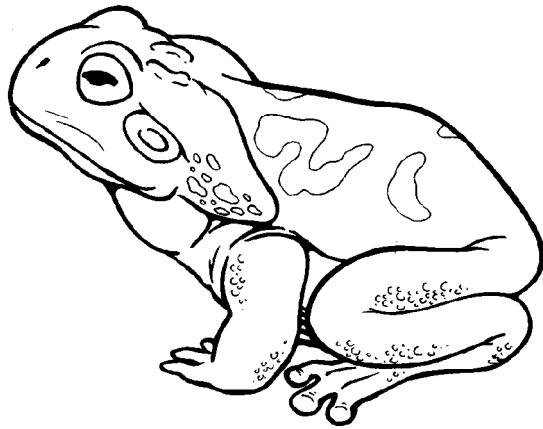
4. slow : tortoise

- a. tiny : spring peeper   b. fast : slug  
c. rare : garter snake

Name \_\_\_\_\_

A limerick poem has 5 lines. Lines 1, 2, and 5 have eight syllables and rhyme with each other, and lines 3 and 4 have six syllables and rhyme with each other.  
Limericks are usually funny.

One fine day, Mister Bufo Toad  
Found he had hopped onto the road.  
Honk! Honk! Honk! Beeped a car  
that sent Toad flying far.  
“Flying is for the birds!” he crowed.



Write a limerick poem about a reptile or an amphibian.

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Name \_\_\_\_\_

Rearrange the letters to spell a word  
from your Fact Files.

1. redertwanu

2. icoxt

3. lluvecxisey

4. quinue

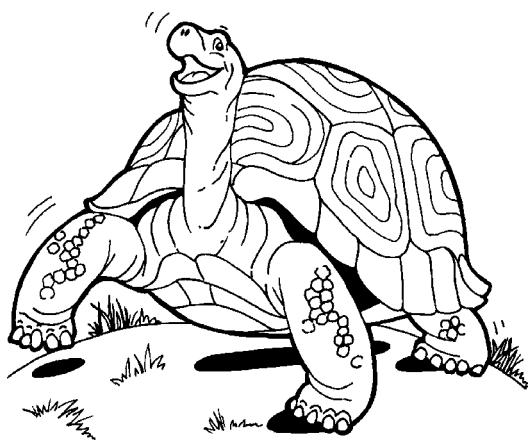
5. leicod

6. mvsoeuon

7. reganneded

8. etourism

docile  
endangered  
exclusively  
moisture  
toxic  
underwater  
unique  
venomous



Name \_\_\_\_\_

Sentences that ask a question end with a question mark (?). Write a question mark after the sentences that ask a question. If the sentence does not ask a question, write a period (.).

1. What was that snake called \_\_\_\_\_

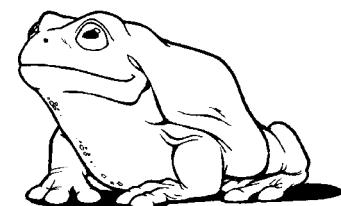


2. At night, the geckos click to each other \_\_\_\_\_

3. Did you find the tortoise exhibit \_\_\_\_\_

4. Are all snakes poisonous \_\_\_\_\_

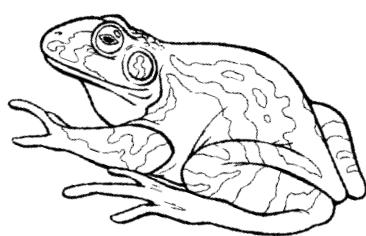
5. Chameleons and newts are very different kinds of creatures \_\_\_\_\_



6. We found a molted snakeskin today \_\_\_\_\_

7. Who owns a pet salamander \_\_\_\_\_

8. I want to see the crocodiles eat \_\_\_\_\_



9. Where do frogs and toads sleep \_\_\_\_\_

Name \_\_\_\_\_

Adjectives are words that describe a noun, and adverbs are words that describe a verb. Circle all the adjectives and adverbs in the paragraph below.

Some cobras, called spitting cobras, have a special defense against predators. These cobras can quickly shoot a spray of blinding venom at anyone threatening them. Their poisonous spit causes permanent blindness if it isn't immediately washed out.



If their stinging saliva gets into an open wound, it will really burn. However, spitting cobras are not aggressive snakes. They will usually leave humans alone, unless the humans scare them.

Write down all the adjectives and adverbs you circled.

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Name \_\_\_\_\_

Combine the words in the word box to create compound words.

rattle	cow	snake	sun	stack	back
frog	dragon	fly	snake	up	girl
right	flower	bull	hay	diamond	skin

1. \_\_\_\_\_ rattlesnake

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

Using each word below, write 3 or more compound words.

The word shown can be in the front or the back of the word.

1. eye \_\_\_\_\_

2. back \_\_\_\_\_

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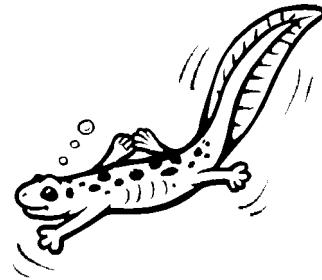
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Name \_\_\_\_\_

Write the following numbers in expanded notation.

Example:  $456 = 400 + 50 + 6$

1.  $262 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$



2.  $519 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

3.  $356 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

4.  $4923 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

5.  $3158 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

6.  $7162 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

7.  $1895 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

Write the smallest possible number using the following numbers.

Show your number in expanded notation.

Example: 5,3,2,9     $2,359 = 2000 + 300 + 50 + 9$

1.  $6,5,9 \underline{\hspace{2cm}} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

2.  $8,3,2 \underline{\hspace{2cm}} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

3.  $3,5,1,8 \underline{\hspace{2cm}} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

4.  $1,7,1,4 \underline{\hspace{2cm}} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

5.  $6,8,2,9 \underline{\hspace{2cm}} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

6.  $9,2,4,8 \underline{\hspace{2cm}} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

Name \_\_\_\_\_

Each fact family uses the same numbers in all the equations.

For example: Equations for the family of numbers 4, 6, & 10:

$$\begin{array}{r} 4 \\ + 6 \\ \hline 10 \end{array} \quad \begin{array}{r} 6 \\ + 4 \\ \hline 10 \end{array} \quad \begin{array}{r} 10 \\ - 4 \\ \hline 6 \end{array} \quad \begin{array}{r} 10 \\ - 6 \\ \hline 4 \end{array}$$

For each equation, write the other 3 equations for the fact family.

1. 7

$$\begin{array}{r} +5 \\ \hline 12 \end{array} \quad + \quad - \quad -$$

5. 3

$$\begin{array}{r} +7 \\ \hline 10 \end{array} \quad + \quad - \quad -$$

2. 6

$$\begin{array}{r} +2 \\ \hline 8 \end{array} \quad + \quad - \quad -$$

6. 11

$$\begin{array}{r} +9 \\ \hline 20 \end{array} \quad + \quad - \quad -$$

3. 15

$$\begin{array}{r} +8 \\ \hline 23 \end{array} \quad + \quad - \quad -$$

7. 12

$$\begin{array}{r} +3 \\ \hline 15 \end{array} \quad + \quad - \quad -$$

4. 6

$$\begin{array}{r} +5 \\ \hline 11 \end{array} \quad + \quad - \quad -$$

8. 9

$$\begin{array}{r} +7 \\ \hline 16 \end{array} \quad + \quad - \quad -$$

Write the equations for the following fact families.

1. 6,7,13    + \_\_\_\_\_    + \_\_\_\_\_    - \_\_\_\_\_    - \_\_\_\_\_

2. 8,6,14    + \_\_\_\_\_    + \_\_\_\_\_    - \_\_\_\_\_    - \_\_\_\_\_

3. 9,8,17    + \_\_\_\_\_    + \_\_\_\_\_    - \_\_\_\_\_    - \_\_\_\_\_

Name \_\_\_\_\_

Each fact family uses the same numbers in all the equations.

For example: Equations for the family of numbers 4, 6, & 24:

$$\begin{array}{r} 4 \\ \times 6 \\ \hline 24 \end{array} \quad \begin{array}{r} 6 \\ \times 4 \\ \hline 24 \end{array} \quad \begin{array}{r} 24 \\ \div 4 \\ \hline 6 \end{array} \quad \begin{array}{r} 24 \\ \div 6 \\ \hline 4 \end{array}$$

For each equation, write the other 3 equations for the fact family.

1. 6

$$\begin{array}{r} \times 3 \\ \hline 18 \end{array} \quad \begin{array}{r} \times \\ \hline \end{array} \quad \begin{array}{r} \div \\ \hline \end{array} \quad \begin{array}{r} \div \\ \hline \end{array}$$

5. 6

$$\begin{array}{r} \times 5 \\ \hline 30 \end{array} \quad \begin{array}{r} \times \\ \hline \end{array} \quad \begin{array}{r} \div \\ \hline \end{array} \quad \begin{array}{r} \div \\ \hline \end{array}$$

2. 8

$$\begin{array}{r} \times 2 \\ \hline 16 \end{array} \quad \begin{array}{r} \times \\ \hline \end{array} \quad \begin{array}{r} \div \\ \hline \end{array} \quad \begin{array}{r} \div \\ \hline \end{array}$$

6. 3

$$\begin{array}{r} \times 4 \\ \hline 12 \end{array} \quad \begin{array}{r} \times \\ \hline \end{array} \quad \begin{array}{r} \div \\ \hline \end{array} \quad \begin{array}{r} \div \\ \hline \end{array}$$

3. 7

$$\begin{array}{r} \times 3 \\ \hline 21 \end{array} \quad \begin{array}{r} \times \\ \hline \end{array} \quad \begin{array}{r} \div \\ \hline \end{array} \quad \begin{array}{r} \div \\ \hline \end{array}$$

7. 7

$$\begin{array}{r} \times 5 \\ \hline 35 \end{array} \quad \begin{array}{r} \times \\ \hline \end{array} \quad \begin{array}{r} \div \\ \hline \end{array} \quad \begin{array}{r} \div \\ \hline \end{array}$$

4. 9

$$\begin{array}{r} \times 2 \\ \hline 18 \end{array} \quad \begin{array}{r} \times \\ \hline \end{array} \quad \begin{array}{r} \div \\ \hline \end{array} \quad \begin{array}{r} \div \\ \hline \end{array}$$

9. 8

$$\begin{array}{r} \times 7 \\ \hline 56 \end{array} \quad \begin{array}{r} \times \\ \hline \end{array} \quad \begin{array}{r} \div \\ \hline \end{array} \quad \begin{array}{r} \div \\ \hline \end{array}$$

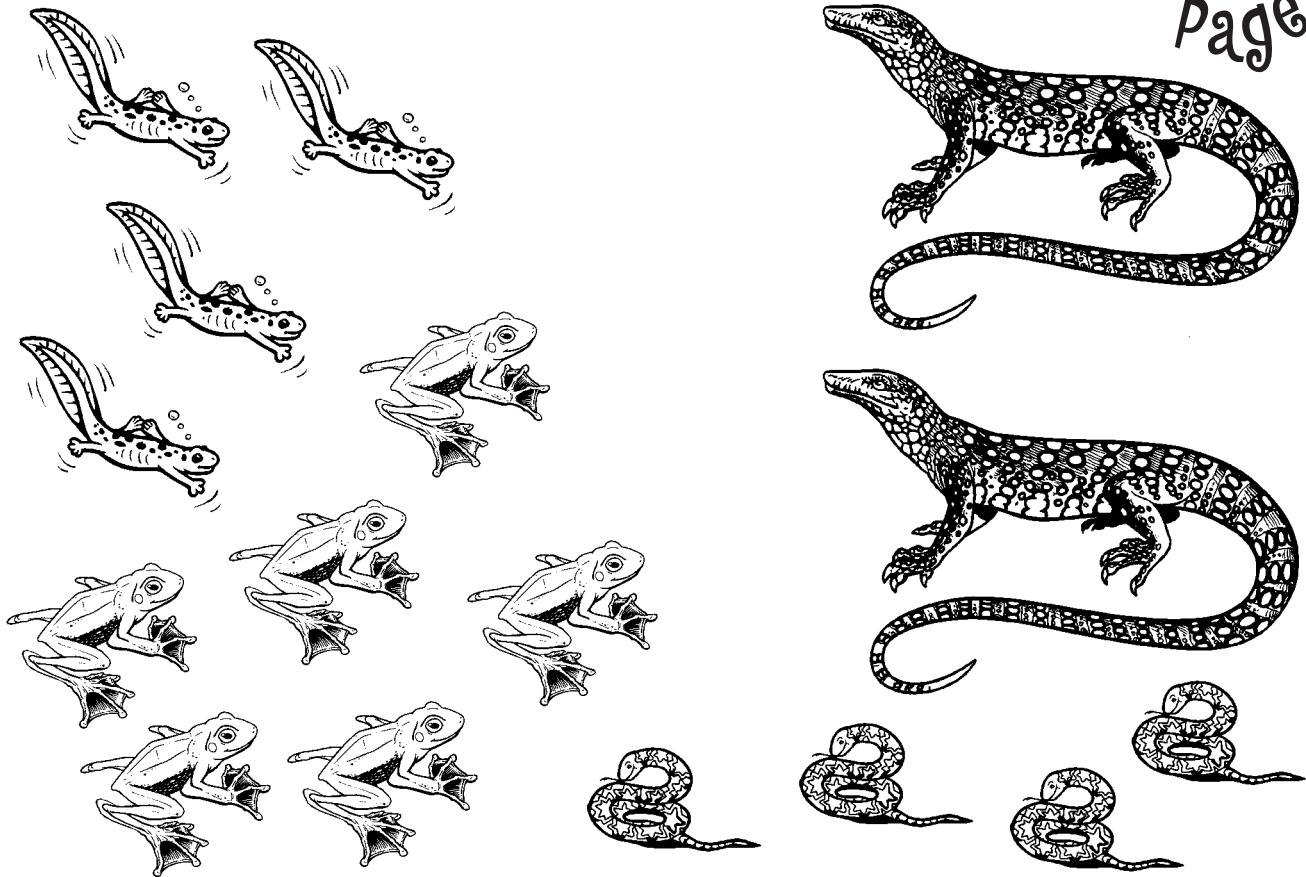
Write the equations for the following fact families.

1. 6, 7, 42     $\begin{array}{r} \times \\ \hline \end{array}$      $\begin{array}{r} \times \\ \hline \end{array}$      $\begin{array}{r} \div \\ \hline \end{array}$      $\begin{array}{r} \div \\ \hline \end{array}$

2. 4, 7, 28     $\begin{array}{r} \times \\ \hline \end{array}$      $\begin{array}{r} \times \\ \hline \end{array}$      $\begin{array}{r} \div \\ \hline \end{array}$      $\begin{array}{r} \div \\ \hline \end{array}$

3. 5, 9, 45     $\begin{array}{r} \times \\ \hline \end{array}$      $\begin{array}{r} \times \\ \hline \end{array}$      $\begin{array}{r} \div \\ \hline \end{array}$      $\begin{array}{r} \div \\ \hline \end{array}$  <http://www.learningpage.com>

Name \_\_\_\_\_



Use this drawing of reptiles and amphibians to practice fractions.

Example: What fraction of the group are the reptiles?

There are 2 lizards and 4 snakes.  $2 + 4 = 6$ .

6 animals out of 16 =  $6/16 = 3/8$

Using the picture above, fill in the blanks.

1. Write a fraction for each kind of animal:

monitor lizards \_\_\_\_\_

spotted salamanders \_\_\_\_\_

king snakes \_\_\_\_\_

flying frogs \_\_\_\_\_

2. What fraction of the animals move on 4 legs? \_\_\_\_\_

3. What fraction of the animals move on no legs? \_\_\_\_\_

4. What fraction of the animals are amphibians? \_\_\_\_\_

Name \_\_\_\_\_

Multiply the numbers.

$$\begin{array}{r} 1 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$$

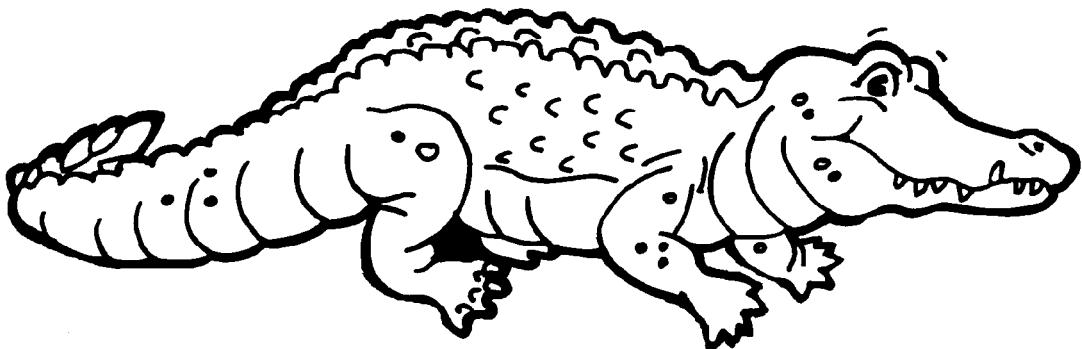
$$\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$$



Name \_\_\_\_\_

Insert the mathematical signs that lead you to the answer. + - × ÷

Example: 1 \_ 5 \_ 2 \_ 3 = 4      1 × 5 + 2 - 3 = 4

1. 4 \_ 3 \_ 5 = 7

5. 6 \_ 6 \_ 9 = 4

2. 8 \_ 2 \_ 1 = 4

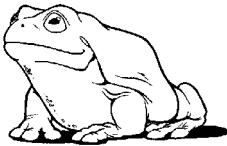
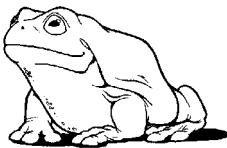
6. 9 \_ 2 \_ 3 \_ 1 = 7

3. 1 \_ 5 \_ 2 \_ 2 = 1

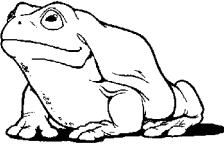
7. 4 \_ 2 \_ 1 \_ 9 = 0

4. 10 \_ 2 \_ 4 \_ 3 = 8

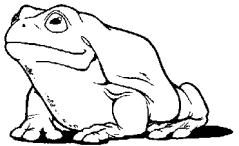
8. 9 \_ 3 \_ 2 \_ 6 = 1



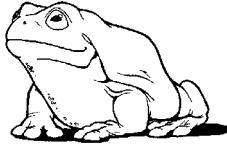
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Name \_\_\_\_\_

Solve these division problems.

$$5) \overline{15}$$

$$6) \overline{18}$$

$$2) \overline{6}$$

$$5) \overline{10}$$

$$3) \overline{24}$$

$$4) \overline{16}$$

$$1) \overline{30}$$

$$9) \overline{27}$$

$$8) \overline{40}$$

$$2) \overline{32}$$

$$4) \overline{28}$$

$$6) \overline{42}$$

$$9) \overline{18}$$

$$3) \overline{36}$$

$$6) \overline{24}$$

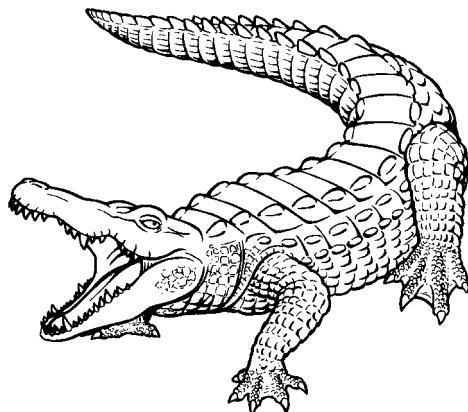
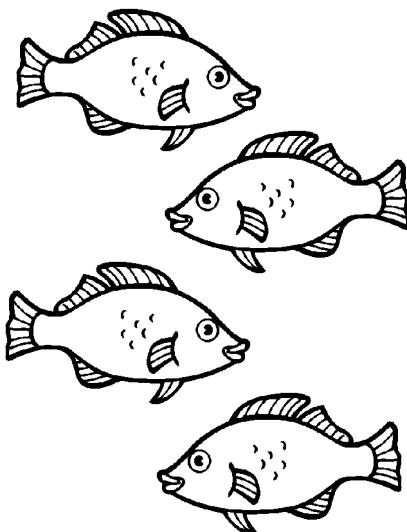
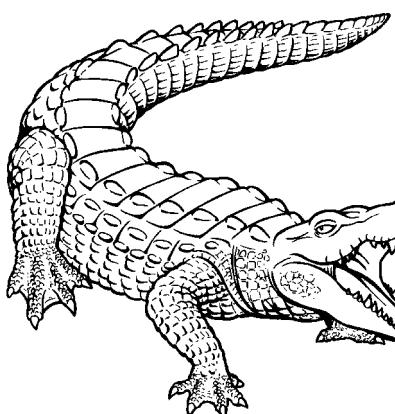
$$7) \overline{56}$$

$$4) \overline{20}$$

$$5) \overline{50}$$

$$7) \overline{49}$$

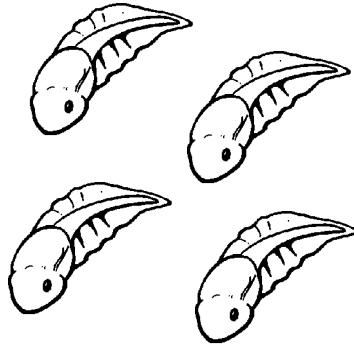
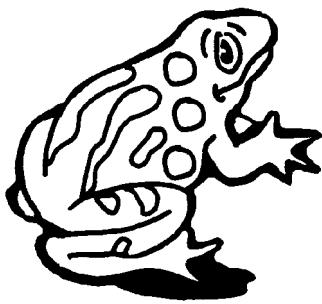
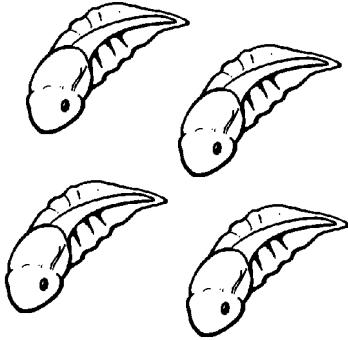
$$8) \overline{48}$$



Name \_\_\_\_\_

Multiplication and division have an inverse relationship.

Fill in the missing numbers. Use multiplication to check your answers.



Answer

Check

$$1. \underline{\quad} \div 4 = 5 \quad \underline{20} \quad \underline{4 \times 5 = 20}$$

$$2. \underline{\quad} \div 6 = 3 \quad \underline{\quad} \quad \underline{\quad}$$

$$3. \underline{\quad} \div 7 = 2 \quad \underline{\quad} \quad \underline{\quad}$$

$$4. \underline{\quad} \div 6 = 5 \quad \underline{\quad} \quad \underline{\quad}$$

$$5. \underline{\quad} \div 9 = 6 \quad \underline{\quad} \quad \underline{\quad}$$

$$6. \underline{\quad} \div 3 = 7 \quad \underline{\quad} \quad \underline{\quad}$$

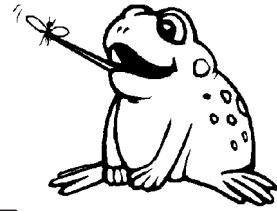
$$7. \underline{\quad} \div 2 = 8 \quad \underline{\quad} \quad \underline{\quad}$$

$$8. \underline{\quad} \div 1 = 8 \quad \underline{\quad} \quad \underline{\quad}$$

Name \_\_\_\_\_

Solve these word problems.

1. The chameleon caught 8 insects each day on Monday, Tuesday and Wednesday. How many insects did the chameleon catch? \_\_\_\_\_



2. The frog challenged the chameleon to an insect-catching contest. He caught 12 insects on Monday and 5 on Tuesday. How many insects did he have to catch on Wednesday to equal the chameleon's total? \_\_\_\_\_

3. On Thursday, the chameleon caught one-fourth the number of insects she caught on the first three days. How many insects did she catch on Thursday? \_\_\_\_\_

4. On Thursday, the frog caught 15 fewer insects than the number of insects he caught on the first three days. How many insects did he catch on Thursday? \_\_\_\_\_

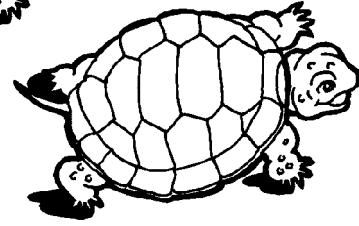
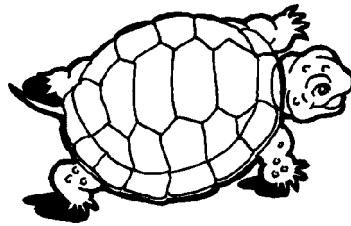
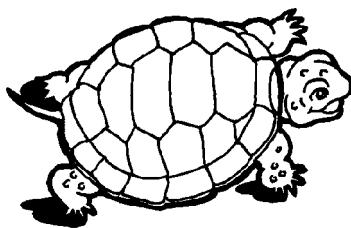
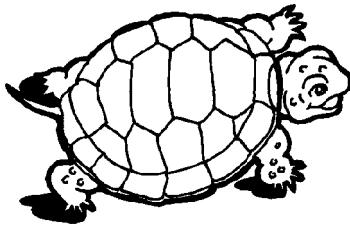
5. The insect-catching contest ended in a tie. If the frog caught 5 insects on Friday, how many insects did the chameleon catch on Friday? \_\_\_\_\_



6. On Friday, the frog and the chameleon counted up their totals. How many insects did both of them catch together? \_\_\_\_\_

Name \_\_\_\_\_

Color  $\frac{3}{4}$  of the turtles blue and  $\frac{1}{4}$  of the turtles green.



Reduce these fractions to their lowest terms.

1.  $\frac{4}{6} =$  \_\_\_\_\_

6.  $\frac{12}{36} =$  \_\_\_\_\_

2.  $\frac{2}{8} =$  \_\_\_\_\_

7.  $\frac{16}{32} =$  \_\_\_\_\_

3.  $\frac{20}{100} =$  \_\_\_\_\_

8.  $\frac{9}{45} =$  \_\_\_\_\_

4.  $\frac{6}{24} =$  \_\_\_\_\_

9.  $\frac{4}{16} =$  \_\_\_\_\_

5.  $\frac{5}{40} =$  \_\_\_\_\_

10.  $\frac{6}{10} =$  \_\_\_\_\_

Add these fractions. Reduce your answer to lowest terms.

1.  $\frac{1}{8} + \frac{1}{8} =$  \_\_\_\_\_

4.  $\frac{1}{6} + \frac{3}{6} =$  \_\_\_\_\_

2.  $\frac{1}{4} + \frac{2}{4} =$  \_\_\_\_\_

5.  $\frac{3}{12} + \frac{4}{12} =$  \_\_\_\_\_

3.  $\frac{2}{5} + \frac{2}{5} =$  \_\_\_\_\_

6.  $\frac{5}{10} + \frac{4}{8} =$  \_\_\_\_\_

Name \_\_\_\_\_

Add the numbers.

$$\begin{array}{r} 112 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 472 \\ + 211 \\ \hline \end{array}$$

$$\begin{array}{r} 322 \\ + 233 \\ \hline \end{array}$$

$$\begin{array}{r} 512 \\ + 209 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ 777 \\ + 43 \\ \hline \end{array}$$

$$\begin{array}{r} 566 \\ 109 \\ + 322 \\ \hline \end{array}$$

$$\begin{array}{r} 454 \\ 352 \\ + 162 \\ \hline \end{array}$$

$$\begin{array}{r} 420 \\ 355 \\ + 100 \\ \hline \end{array}$$

$$\begin{array}{r} 597 \\ 239 \\ + 107 \\ \hline \end{array}$$

$$\begin{array}{r} 331 \\ 50 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 666 \\ 222 \\ + 111 \\ \hline \end{array}$$

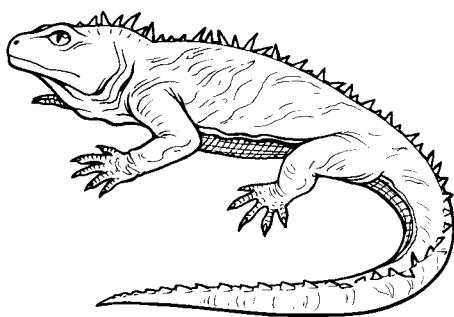
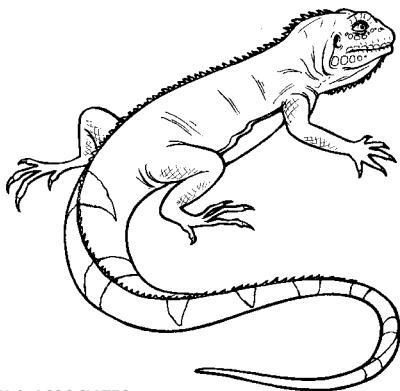
$$\begin{array}{r} 350 \\ 454 \\ + 190 \\ \hline \end{array}$$

$$\begin{array}{r} 464 \\ 282 \\ + 163 \\ \hline \end{array}$$

$$\begin{array}{r} 227 \\ 308 \\ + 306 \\ \hline \end{array}$$

$$\begin{array}{r} 125 \\ 250 \\ + 75 \\ \hline \end{array}$$

$$\begin{array}{r} 317 \\ 462 \\ + 212 \\ \hline \end{array}$$



Name \_\_\_\_\_

Subtract the numbers.

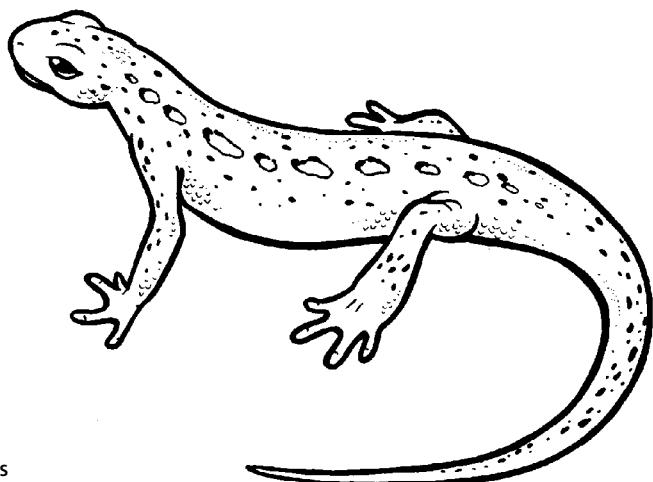
$$\begin{array}{r} 1. \ 331 \\ - 133 \\ \hline \end{array} \quad \begin{array}{r} 2. \ 227 \\ - 227 \\ \hline \end{array} \quad \begin{array}{r} 3. \ 469 \\ - 19 \\ \hline \end{array} \quad \begin{array}{r} 4. \ 500 \\ - 400 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \ 748 \\ - 317 \\ \hline \end{array} \quad \begin{array}{r} 6. \ 549 \\ - 286 \\ \hline \end{array} \quad \begin{array}{r} 7. \ 454 \\ - 401 \\ \hline \end{array} \quad \begin{array}{r} 8. \ 678 \\ - 576 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \ 636 \\ - 525 \\ \hline \end{array} \quad \begin{array}{r} 10. \ 799 \\ - 326 \\ \hline \end{array} \quad \begin{array}{r} 11. \ 825 \\ - 298 \\ \hline \end{array} \quad \begin{array}{r} 12. \ 157 \\ - 111 \\ \hline \end{array}$$

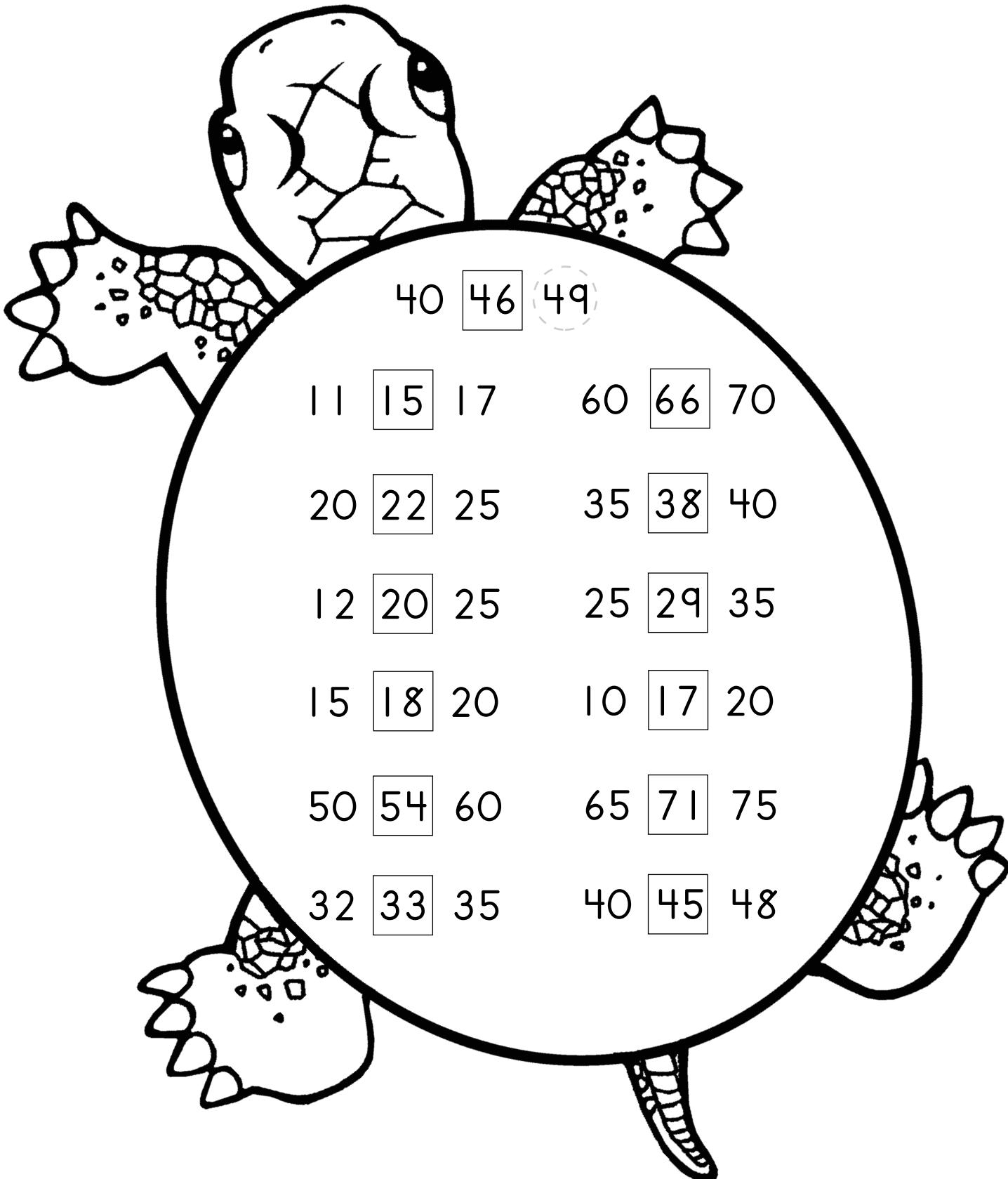
$$\begin{array}{r} 13. \ 906 \\ - 642 \\ \hline \end{array} \quad \begin{array}{r} 14. \ 384 \\ - 297 \\ \hline \end{array} \quad \begin{array}{r} 15. \ 585 \\ - 485 \\ \hline \end{array} \quad \begin{array}{r} 16. \ 288 \\ - 99 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \ 812 \\ - 465 \\ \hline \end{array} \quad \begin{array}{r} 18. \ 268 \\ - 267 \\ \hline \end{array} \quad \begin{array}{r} 19. \ 757 \\ - 727 \\ \hline \end{array} \quad \begin{array}{r} 20. \ 427 \\ - 308 \\ \hline \end{array}$$



Name \_\_\_\_\_

Circle the number that is closest to the one in the box.

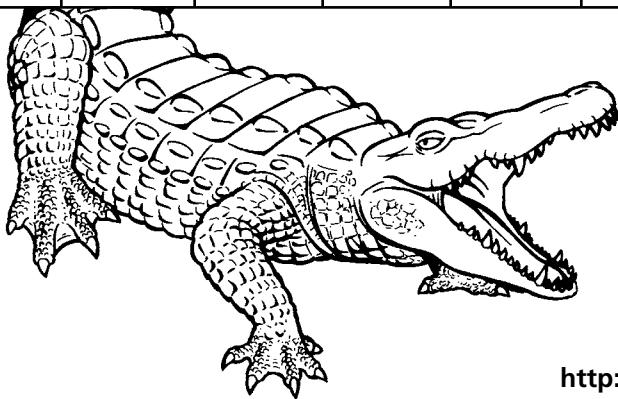


Name \_\_\_\_\_

Fill in the multiplication table.

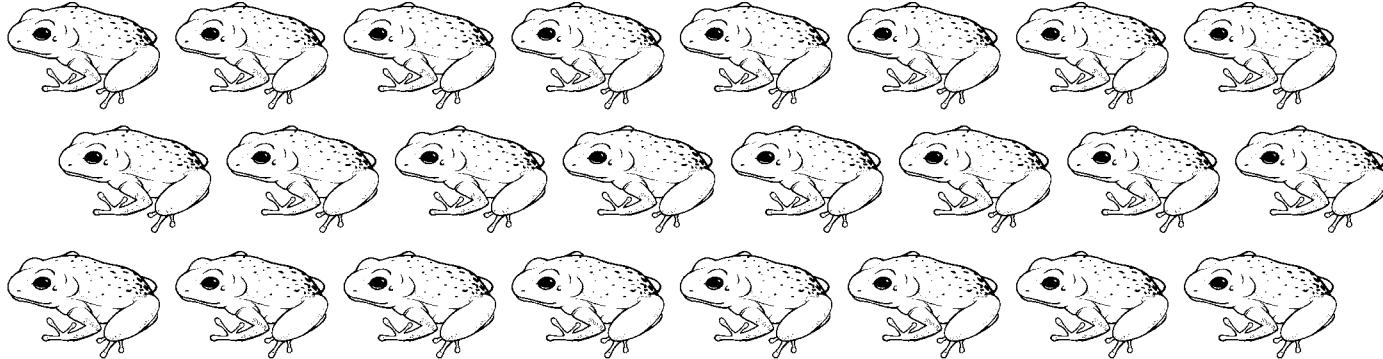
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	1	2	3	4	5	6	7	8	9
1	1	2							
2	2	4							
3									
4									
5									
6									
7									
8									
9									



Name \_\_\_\_\_

Solve the equations. Use the pictures to help you see  
the division.



Example: 24 frogs divided into 3 groups = 8 frogs in each group.

$$24 \div 3 = \underline{8}$$

1. 24 frogs divided into 2 groups = \_\_\_\_\_ frogs in each group.

$$24 \div 2 = \underline{\quad}$$

2. \_\_\_\_\_ frogs divided into 4 groups = 4 frogs in each group.

$$\underline{\quad} \div 4 = 4$$

3. 24 frogs divided into \_\_\_\_\_ groups = 4 frogs in each group.

$$24 \div \underline{\quad} = 4$$

4. 24 frogs divided into \_\_\_\_\_ groups = 3 frogs in each group.

$$24 \div \underline{\quad} = 3$$

5. 20 frogs divided into 4 groups = \_\_\_\_\_ frogs in each group.

$$20 \div 4 = \underline{\quad}$$

Name \_\_\_\_\_

Multiply the problems.

$$\begin{array}{r} 1 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$$

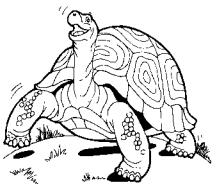
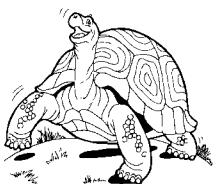
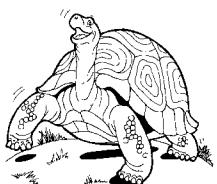
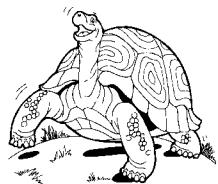
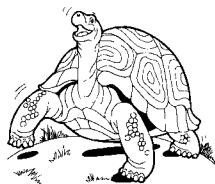
$$\begin{array}{r} 11 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$$



Name \_\_\_\_\_

Solve the problems.

$$3) \overline{15}$$

$$2) \overline{40}$$

$$3) \overline{21}$$

$$5) \overline{25}$$

$$6) \overline{42}$$

$$7) \overline{21}$$

$$8) \overline{56}$$

$$6) \overline{30}$$

$$7) \overline{28}$$

$$6) \overline{36}$$

$$6) \overline{24}$$

$$7) \overline{49}$$

$$6) \overline{54}$$

$$3) \overline{33}$$

$$4) \overline{60}$$

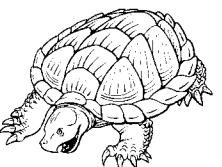
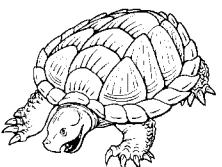
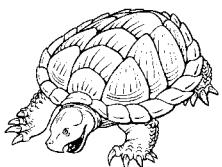
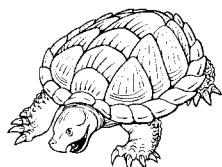
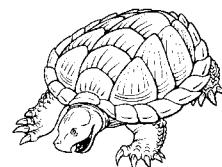
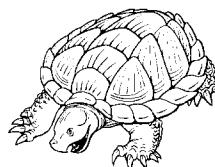
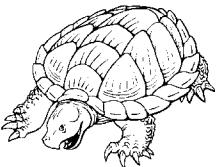
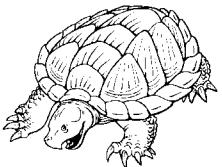
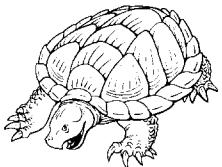
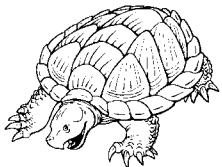
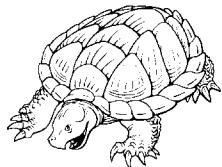
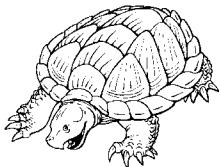
$$3) \overline{51}$$

$$4) \overline{20}$$

$$8) \overline{48}$$

$$4) \overline{16}$$

$$2) \overline{30}$$



Circle the turtles to show this equation:  $12 \div 3 = 4$

Name \_\_\_\_\_

Divide the problems.

$$4) \overline{100}$$

$$8) \overline{168}$$

$$3) \overline{246}$$

$$7) \overline{490}$$

$$2) \overline{178}$$

$$7) \overline{420}$$

$$8) \overline{512}$$

$$11) \overline{550}$$

$$9) \overline{369}$$

$$6) \overline{642}$$

$$8) \overline{888}$$

$$6) \overline{270}$$

$$8) \overline{240}$$

$$8) \overline{456}$$

$$2) \overline{212}$$

$$6) \overline{396}$$

$$8) \overline{424}$$

$$14) \overline{518}$$

$$5) \overline{560}$$

$$3) \overline{276}$$

$$7) \overline{273}$$

$$9) \overline{405}$$

$$2) \overline{666}$$

$$5) \overline{475}$$

$$3) \overline{177}$$

$$6) \overline{384}$$

$$9) \overline{279}$$

$$8) \overline{208}$$

$$4) \overline{800}$$

$$13) \overline{325}$$

Name \_\_\_\_\_

Round the numbers to the nearest ten.

1. 66 \_\_\_\_\_

6. 7 \_\_\_\_\_

2. 52 \_\_\_\_\_

7. 27 \_\_\_\_\_

3. 99 \_\_\_\_\_

8. 308 \_\_\_\_\_

4. 102 \_\_\_\_\_

9. 127 \_\_\_\_\_

5. 286 \_\_\_\_\_

10. 248 \_\_\_\_\_

Round the numbers to the nearest hundred.

1. 461 \_\_\_\_\_

6. 139 \_\_\_\_\_

2. 349 \_\_\_\_\_

7. 266 \_\_\_\_\_

3. 942 \_\_\_\_\_

8. 9667 \_\_\_\_\_

4. 1258 \_\_\_\_\_

9. 7447 \_\_\_\_\_

5. 3829 \_\_\_\_\_

10. 2755 \_\_\_\_\_

Round the numbers to the nearest thousand.

1. 4468 \_\_\_\_\_

6. 3812 \_\_\_\_\_

2. 1848 \_\_\_\_\_

7. 1492 \_\_\_\_\_

3. 9523 \_\_\_\_\_

8. 7538 \_\_\_\_\_

4. 12617 \_\_\_\_\_

9. 41478 \_\_\_\_\_

5. 28001 \_\_\_\_\_

10. 24510 \_\_\_\_\_

Name \_\_\_\_\_

Insert the mathematical signs that lead you to the answer. + - × ÷

Example:  $3 \underline{\quad} 6 \underline{\quad} 2 \underline{\quad} 7 = 13$        $3 \times 6 + 2 - 7 = 13$

1.  $6 \underline{\quad} 2 \underline{\quad} 1 = 3$

5.  $6 \underline{\quad} 5 \underline{\quad} 3 = 3$

2.  $3 \underline{\quad} 9 \underline{\quad} 8 = 19$

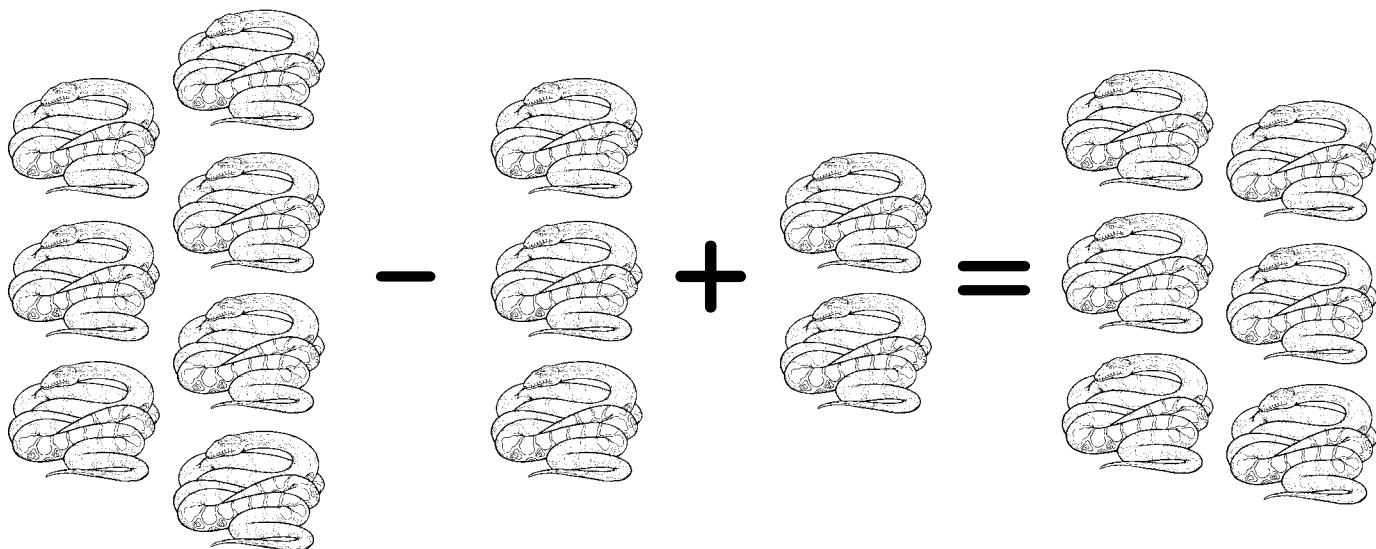
6.  $8 \underline{\quad} 2 \underline{\quad} 6 \underline{\quad} 2 = 8$

3.  $4 \underline{\quad} 5 \underline{\quad} 2 \underline{\quad} 6 = 3$

7.  $9 \underline{\quad} 4 \underline{\quad} 3 \underline{\quad} 5 = 7$

4.  $9 \underline{\quad} 6 \underline{\quad} 2 \underline{\quad} 3 = 9$

8.  $9 \underline{\quad} 5 \underline{\quad} 3 \underline{\quad} 7 = 8$



SKILL: MATHEMATICAL SIGNS

Name \_\_\_\_\_

There are many different kinds of snakes in the world. Some are venomous and some are not. But all snakes lack legs and moveable eyelids, and all snakes shed their skin as they grow. Read through your Fact Files on snakes, and answer the following true/false questions.

- |  |                 |
|--|-----------------|
| 1. The garter snake is one of the rarest snakes in North America.                | True      False |
| 2. The western diamondback rattlesnake can go for months without drinking water. | True      False |
| 3. The king cobra preys on others of its own kind.                               | True      False |
| 4. The anaconda kills its prey with venom.                                       | True      False |

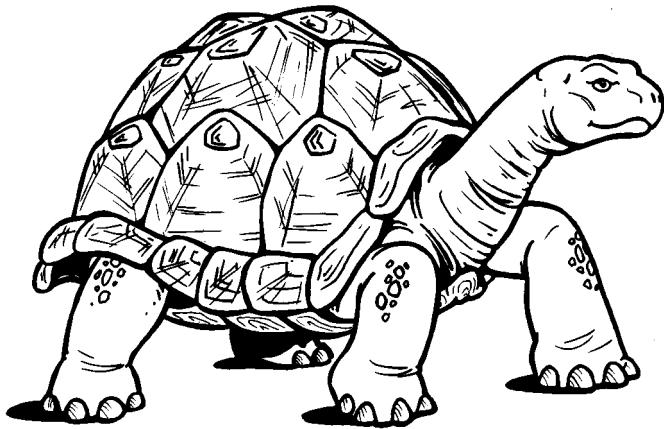
List five facts that are true about all snakes.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Name \_\_\_\_\_

## GALAPAGOS TORTOISE

Fill in the information.



Group \_\_\_\_\_

Order \_\_\_\_\_

Height \_\_\_\_\_

Weight \_\_\_\_\_

Type of feeder \_\_\_\_\_

Food \_\_\_\_\_

Where it lives \_\_\_\_\_

Number of young \_\_\_\_\_

Lifespan \_\_\_\_\_

Galapagos tortoises have differently shaped shells depending on their preferred food. Using other resources, find out what the differences are and write them below.

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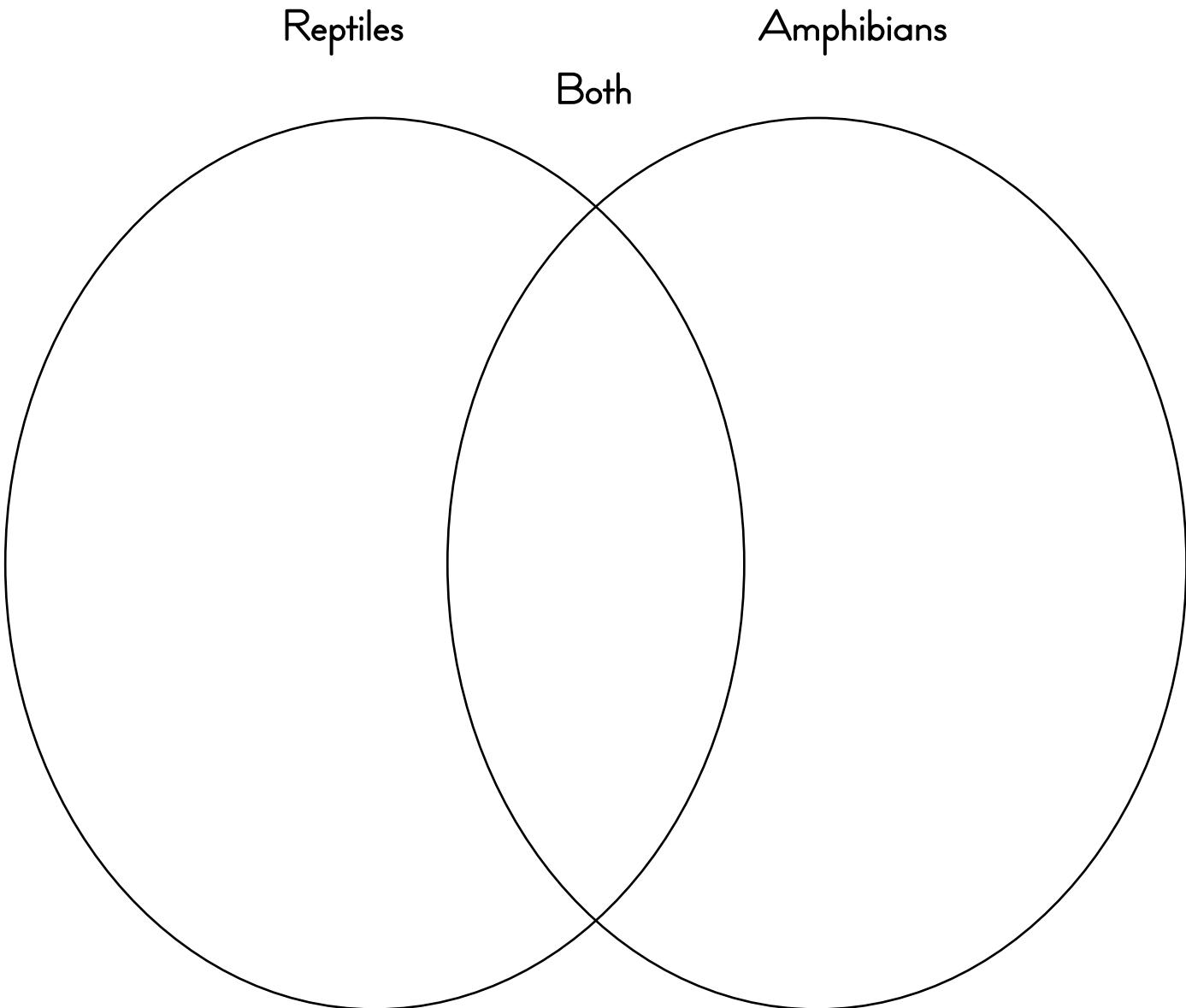
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Name \_\_\_\_\_

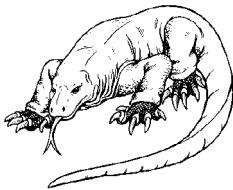
Reptiles and amphibians have similarities and differences. Write a numbered list of six or more facts about reptiles and amphibians on a separate piece of paper. Then write the corresponding number for each fact in the correct section of the Venn diagram below.



Name \_\_\_\_\_

Write one or more characteristics that each set of animals has in common. Use your Fact Files to help you.

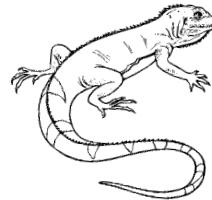
1.



Komodo Dragon

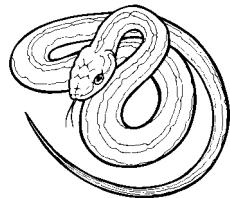


Gila Monster

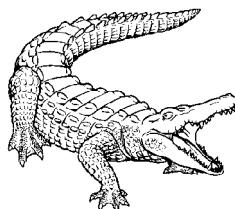


Marine Iguana

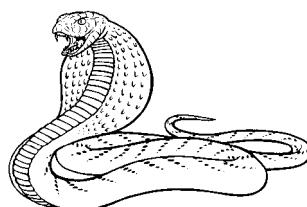
2.



Garter Snake

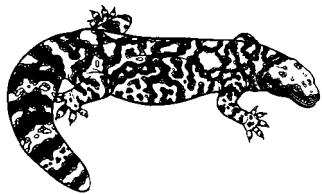


American Alligator

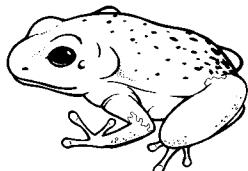


King Cobra

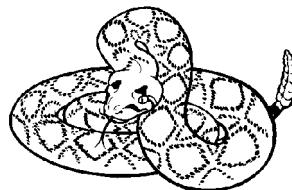
3.



Gila  
Monster



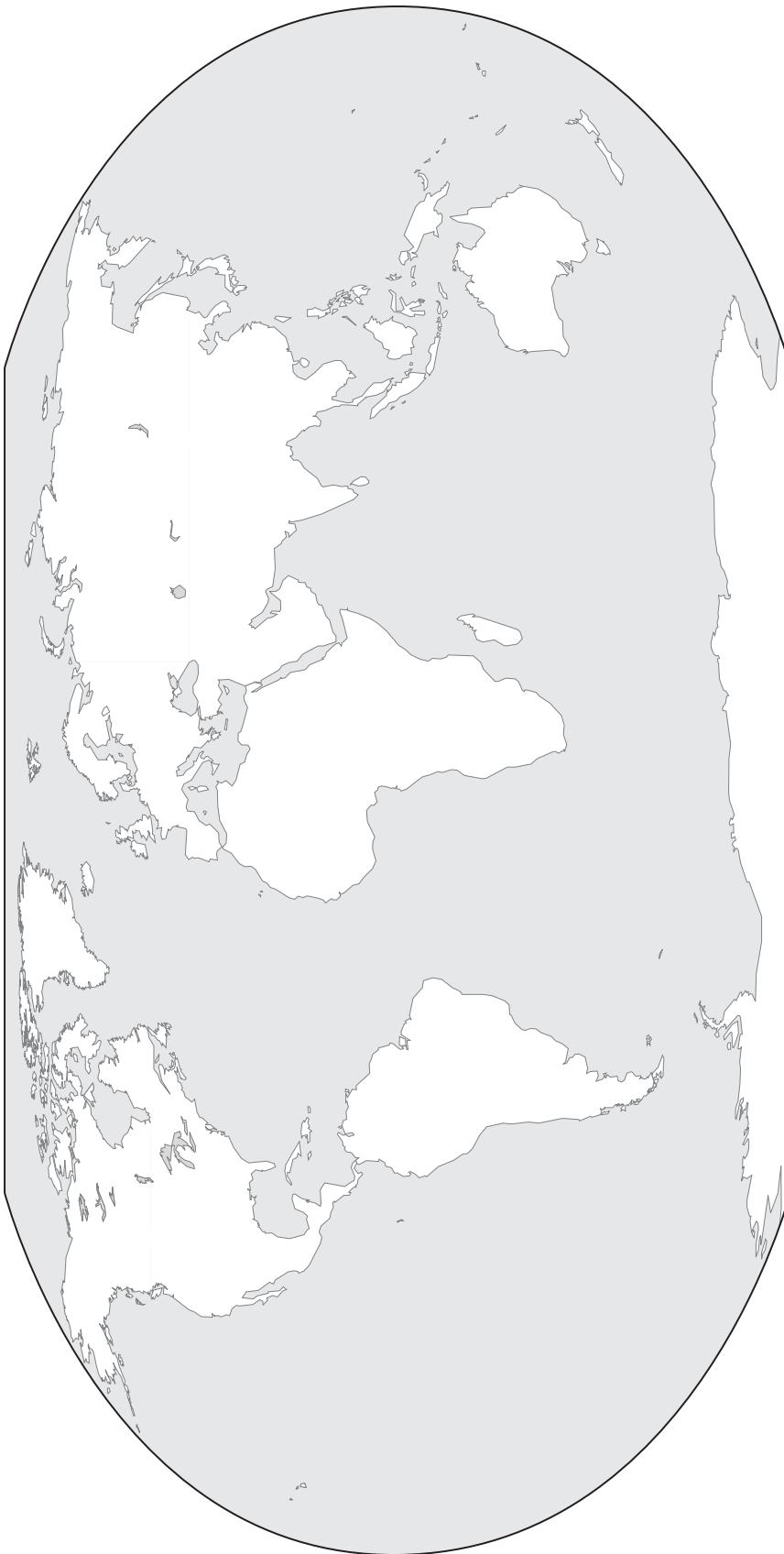
Strawberry  
Poison-Arrow Frog



Western Diamondback  
Rattlesnake

Name \_\_\_\_\_

Write the number of each of the 20 animals in the Fact Files to show where it lives on the map below. If the animal lives in more than one area, you may write its number more than once.



SKILL: WHERE REPTILES AND AMPHIBIANS LIVE

Name \_\_\_\_\_

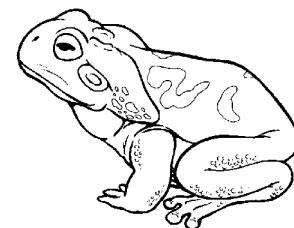
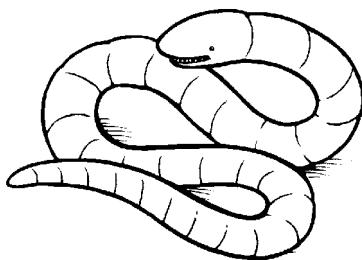
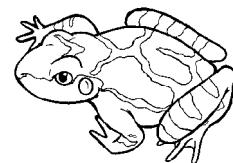
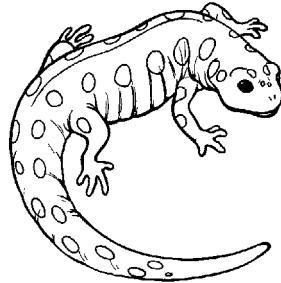
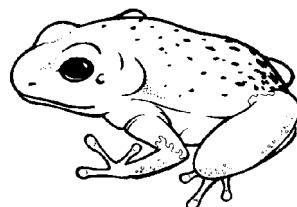
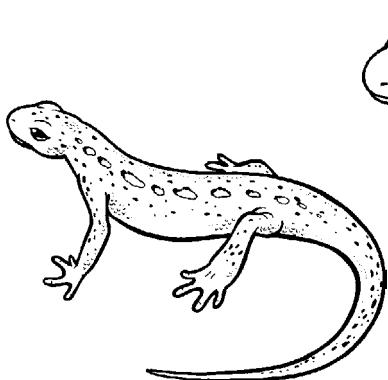
In order to study living organisms, scientists classify them into categories that describe their qualities. They first make large groups, such as all animals, then divide those groups into smaller groups by asking more specific questions. All salamanders are animals (kingdom) and vertebrates (phylum). They are amphibians (class).

Scientists classify the amphibians into three separate orders. Tailed amphibians belong to the order Urodela, also known as Caudata. These include newts and salamanders.

Tailless amphibians belong to the order Anura. The many species of frogs and toads belong to this group.

The third group is very rare. Wormlike caecilians belong to the order Gymnophiona. They are blind and have no limbs.

Color the Urodela/Caudata amphibians yellow. Color the Anura green. Color the Gymnophiona orange.



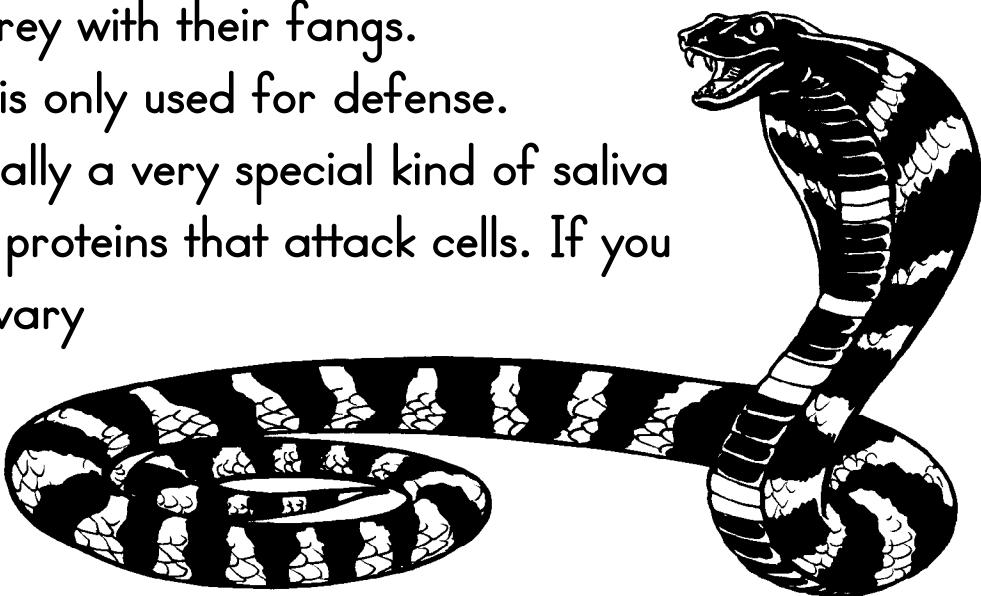
Name \_\_\_\_\_

Read the paragraph and answer the questions below.

Some types of cobras, called spitting cobras, can spit venom up to 2.5 meters (8 ft.) very accurately. They aim a spray of venom at the eyes of creatures that threaten them. This venom spray can cause permanent blindness if it is not washed out. Spitting cobras hunt like other cobras, injecting venom into their prey with their fangs.

The venom spray is only used for defense.

Snake venom is really a very special kind of saliva with enzymes and proteins that attack cells. If you had a snake's salivary glands, you could spit venom too!



Where do spitting cobras aim for? \_\_\_\_\_

Do spitting cobras hunt with their spit? \_\_\_\_\_

How far can spitting cobras spit? \_\_\_\_\_

What is snake venom made out of? \_\_\_\_\_

Would you like to be able to spit venom? Why or why not? \_\_\_\_\_

Name \_\_\_\_\_

Most reptiles and amphibians are carnivores.

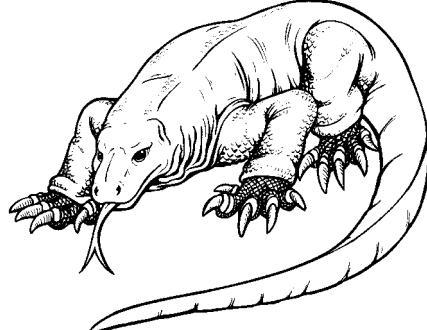
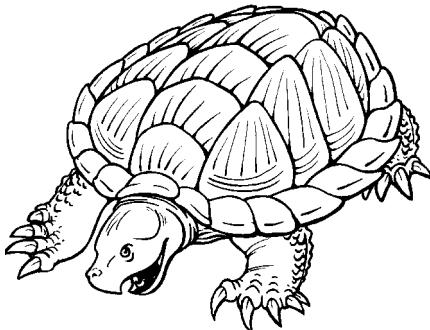
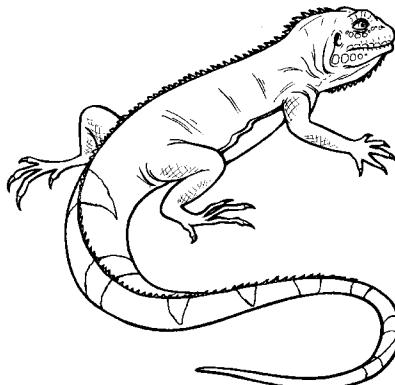
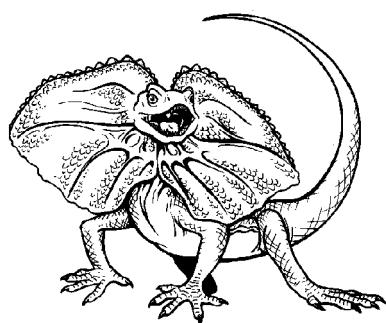
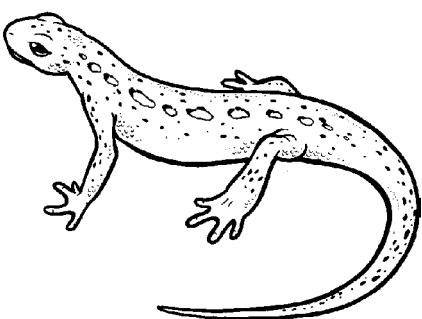
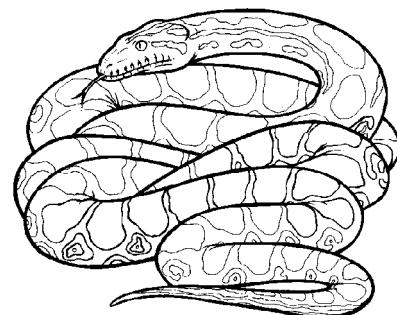
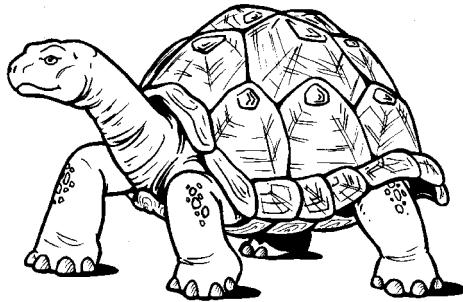
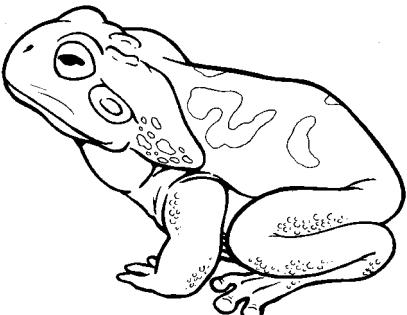
Carnivores are animals that only eat other animals.

Some of them are omnivores, which eat both plants and animals.

A few are exclusively herbivorous, eating only plants. Check your Fact Files and color in the reptiles and amphibians below.

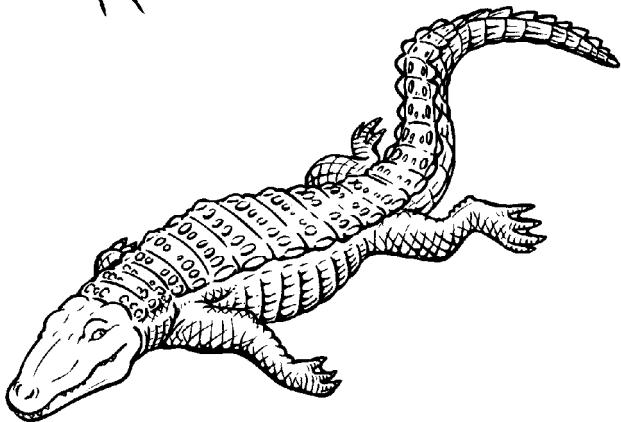
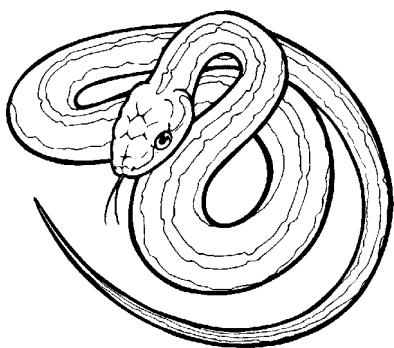
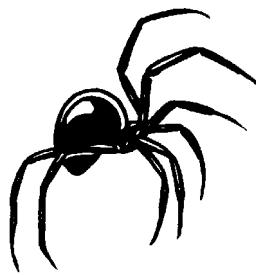
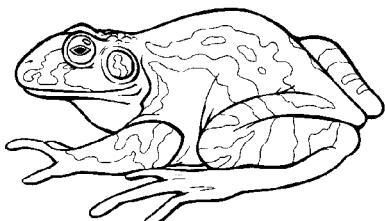
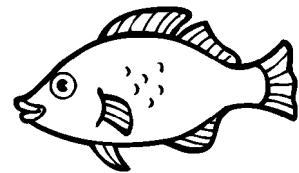
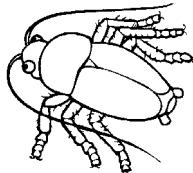
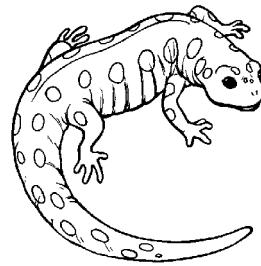
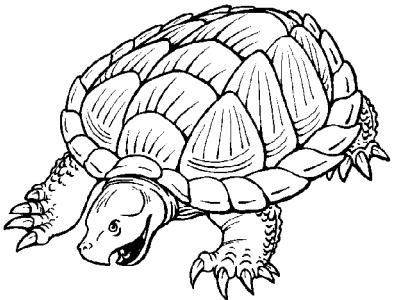
Color the herbivores green. Color the carnivores red.

Color the omnivores purple.



Name \_\_\_\_\_

Check your Fact Files for help. Draw an arrow from each animal to every animal it eats. Then circle the animal at the top of the food chain. This is the animal with no arrows pointing to it.



Name \_\_\_\_\_

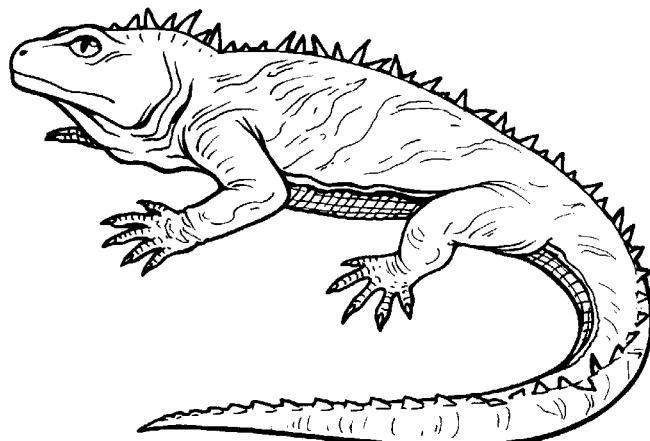
Read the paragraph and answer the questions below.

The tuatara is a rare reptile found only on small islands in New Zealand. It looks like a lizard, but it is not. It has its own family, which has been around since the time of the dinosaurs.

Tuataras can live up to 100 years. They have a slow rate of reproduction, laying 6–12 eggs every 2–4 years. The eggs take over a year to hatch!

Adult tuataras are 61 cm.

(2 ft.) long, and eat worms and insects. Their favorite food is a mouse-sized grasshopper called a weta. Both the weta and the tuatara are endangered species.



Are tuataras part of the lizard family? \_\_\_\_\_

How large are tuataras? \_\_\_\_\_

How long do tuataras live? \_\_\_\_\_

What is their favorite food? \_\_\_\_\_

Do research on your own. Find 2 more facts about the tuatara.

1. \_\_\_\_\_

2. \_\_\_\_\_

Name \_\_\_\_\_

Unscramble the letters to form the correct word.

Write the word on the blank line.

1. maSaqatu

Snakes and lizards belong to the \_\_\_\_\_ order.

2. mcoeeahnl

The \_\_\_\_\_ is unique because it can move its eyes independently of each other to locate prey.

3. ranvesroic

Most lizards and all snakes are \_\_\_\_\_, eating only other animals.

4. pmaihiinba

Frogs and salamanders belong to the \_\_\_\_\_ group. They live both on land and in water.

5. oaacdann

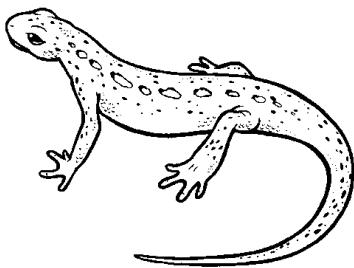
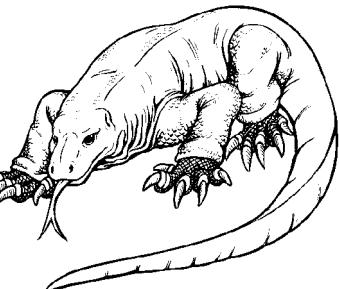
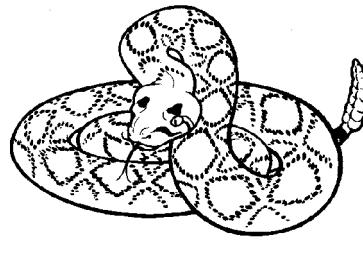
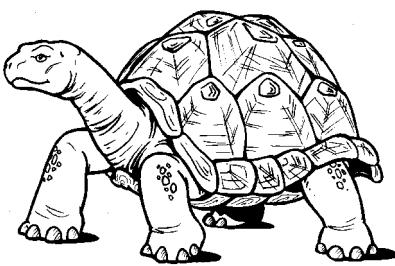
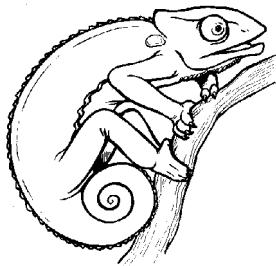
Because of its large size, the \_\_\_\_\_ snake is able to suffocate its prey using constriction.

6. apasgloaG

Both the marine iguana and the \_\_\_\_\_ giant tortoise live on these islands.

Name \_\_\_\_\_

Using your Fact Files, put these reptiles and amphibians in size order from smallest to biggest. Write the reptile/amphibian name on the list and put the correct number on the line below the animal.



1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

6. \_\_\_\_\_

Name \_\_\_\_\_

Shells make turtles distinct from any other reptiles and unique among vertebrates. The shell serves as a protective covering, even making some turtles able to hide inside their shell. Some turtles live on land, some in the water, and some live both on land and water. Those that live on land have taller and harder shells. Turtles that live in the water or both land and water have shorter, softer shells.

Unlike other reptiles, turtles also don't have teeth, but their jaws have sharp cutting edges. Their feet vary too, depending on their habitat. Turtles that live in the water might have finned feet to swim, or both claws and fins. Turtles that live on land have clawed feet.

Name the two things that make turtles different from other reptiles.

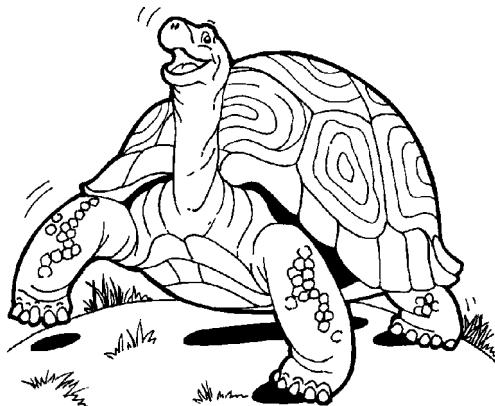
1. \_\_\_\_\_

2. \_\_\_\_\_

Turtles that live on land have \_\_\_\_\_ shells.

Turtles that live in the water have \_\_\_\_\_ feet.

Some turtles \_\_\_\_\_ inside their shell for protection.



Name \_\_\_\_\_

All reptiles and amphibians eating habits fall within one of three categories. Some just eat other animals; they are called carnivores. Some eat only plants; they are called herbivores. The reptiles and amphibians that eat both animals and plants are called omnivores.

Carnivore (meat eater)	Omnivore (meat and plant eater)	Herbivore (plant eater)
---------------------------	------------------------------------	----------------------------

Use the information above and your Fact Files to answer the questions.

1. Name one reptile and one amphibian that are carnivores, and one thing they each eat.

Reptile \_\_\_\_\_ Food: \_\_\_\_\_

Amphibian \_\_\_\_\_ Food: \_\_\_\_\_

2. Refer to your Fact Files and name the one omnivore and write the group it belongs to.

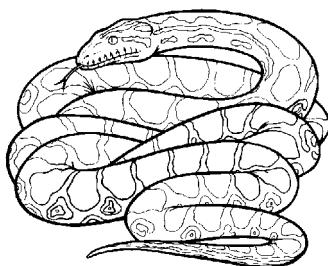
\_\_\_\_\_ Group: \_\_\_\_\_

3. Of the three groups above, which do snakes belong to?

\_\_\_\_\_

Name \_\_\_\_\_

Many reptiles and amphibians have a unique feature that they use to attract, kill or deter their predators and prey. Using your Fact Files, name the reptiles/amphibians below, identify their group, and write the unique feature about how they attack or defend.

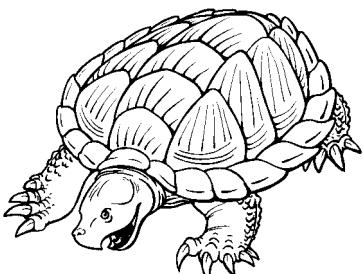


Name: \_\_\_\_\_

Group: \_\_\_\_\_

Feature: \_\_\_\_\_

\_\_\_\_\_

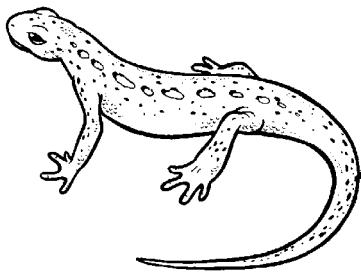


Name: \_\_\_\_\_

Group: \_\_\_\_\_

Feature: \_\_\_\_\_

\_\_\_\_\_

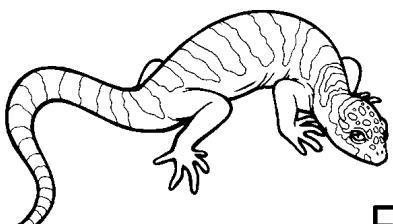


Name: \_\_\_\_\_

Group: \_\_\_\_\_

Feature: \_\_\_\_\_

\_\_\_\_\_



Name: \_\_\_\_\_

Group: \_\_\_\_\_

Feature: \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Use your Fact Files to answer the questions. Fill in the correct bubble.

T = True, F = False

T      F

The common garter snake is an herbivore.

The gila monster is the largest reptile in North America.

The spotted salamander is a reptile.

The giant toad adapts to many different environments.

The frilled lizard can run 50 yards or more at high speed.

The marine iguana eats three meals a day.

The king cobra snake can be found living in Thailand.

The American crocodile is an endangered species.

Name \_\_\_\_\_

The western diamondback is a rattlesnake. Only rattlesnakes have a rattle on the end of their tail, that they shake or “rattle” to scare off predators. Rattlesnakes, unlike other reptiles, have no legs, and are “venomous” or poisonous. The western diamondback rattlesnake lives in the desert and can go for months without water, getting all of the water it needs from its prey.

Use the information above and your Fact Files to answer the questions.

1. What does a rattlesnake do to scare off predators?

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2. How are rattlesnakes different from other reptiles?

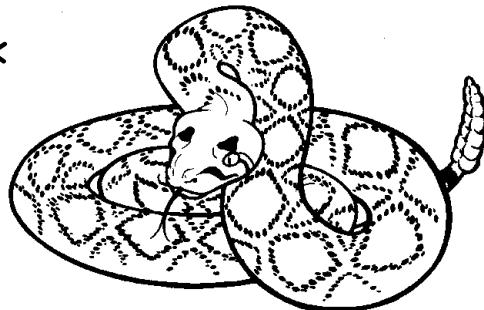
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3. What does it mean if a rattlesnake is venomous?

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4. How does the western diamondback rattlesnake get its water?

---



Name \_\_\_\_\_

Reptiles are amongst the most ancient of all animals. The first reptiles appeared on earth more than 300 million years ago, and roamed the earth for 150 million years. Dinosaurs such as Coelophysis pictured below were early reptiles that all suddenly died off 65 million years ago. Dinosaurs are ancestors of the reptiles we see today. Today, there are more than 6,500 kinds of reptiles.

1. The first reptiles appeared on earth more than \_\_\_\_\_ years ago. They are called \_\_\_\_\_.

2. Dinosaurs died off \_\_\_\_\_ years ago.

3. Dinosaurs are \_\_\_\_\_ of the reptiles that exist today.

4. More than \_\_\_\_\_ kinds of reptiles exist today.

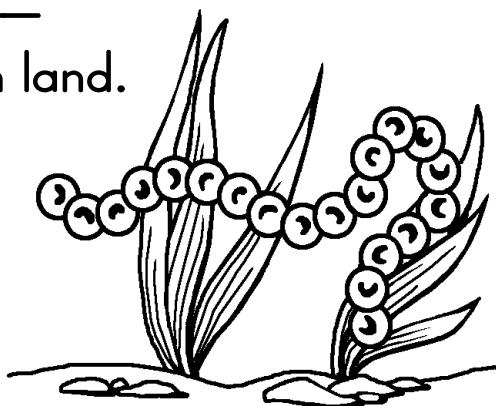
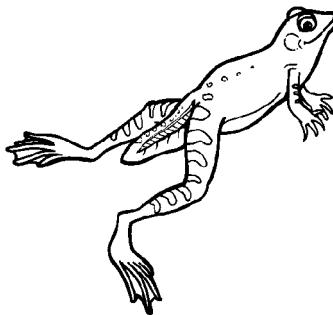


Name \_\_\_\_\_

Amphibians are a group of creatures that live both on land and in water. Amphibians have existed for millions of years and are found everywhere but Antarctica and Greenland. Frogs are the most widespread amphibians, living in deserts, rain forests and mountainous regions. Most amphibians breed in water, where they lay eggs that develop into larvae, or tadpoles. They start with gills and then grow lungs for breathing on land.

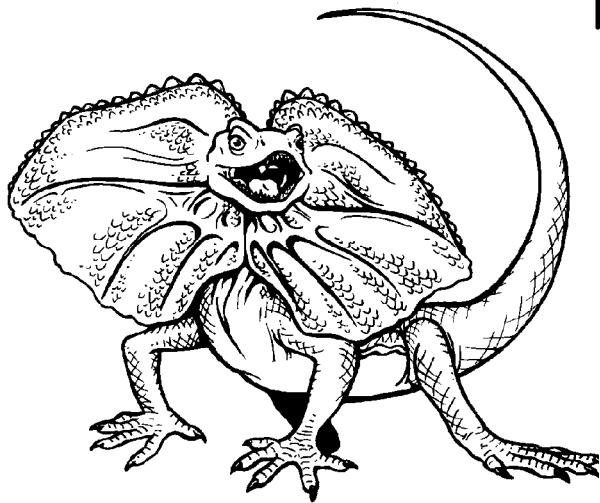
Write true or false for each sentence.

1. Amphibians live only in the water.\_\_\_\_\_
2. Amphibians have existed for millions of years and are only found in Antarctica and Greenland.\_\_\_\_\_
3. Frogs are the most widespread amphibians.\_\_\_\_\_
4. Most amphibians breed in the water and then go on land to lay eggs.\_\_\_\_\_
5. Tadpoles are larvae that develop from amphibian eggs laid in the water.\_\_\_\_\_
6. Tadpoles grow gills for breathing on land.\_\_\_\_\_



Name \_\_\_\_\_

## FRILLED LIZARD



Fill in the information.

Group \_\_\_\_\_

Order \_\_\_\_\_

Height \_\_\_\_\_

Weight \_\_\_\_\_

Type of feeder \_\_\_\_\_

Food \_\_\_\_\_

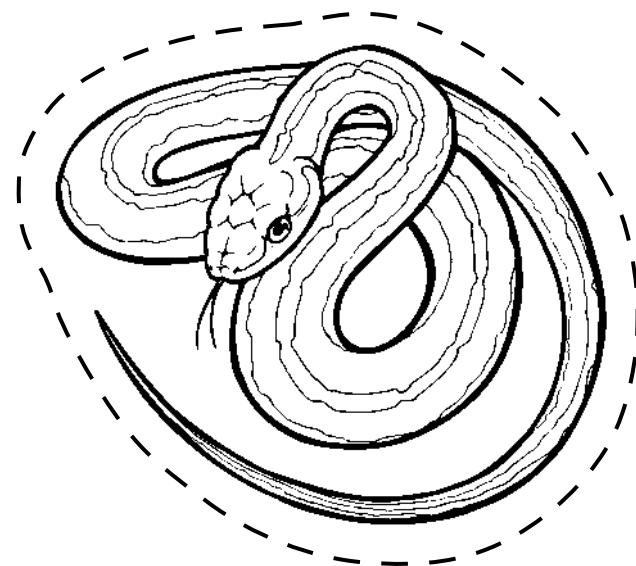
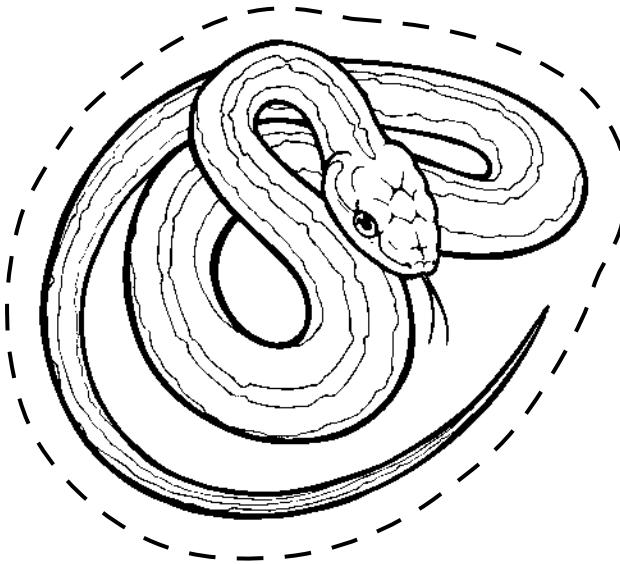
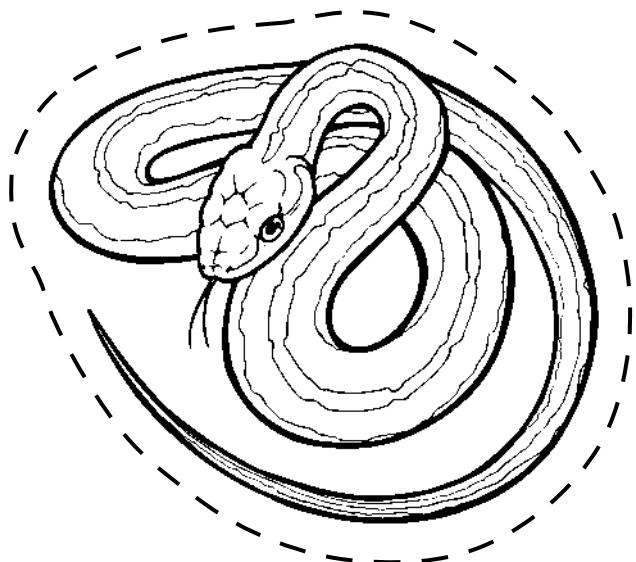
Where it lives \_\_\_\_\_

Number of young \_\_\_\_\_ Lifespan \_\_\_\_\_

Other facts about frilled lizards \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

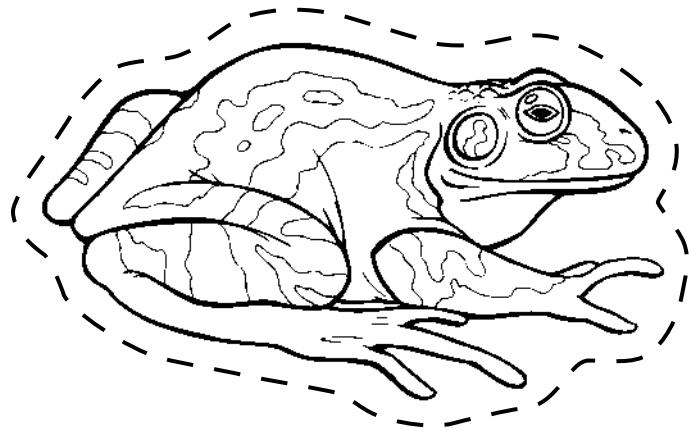
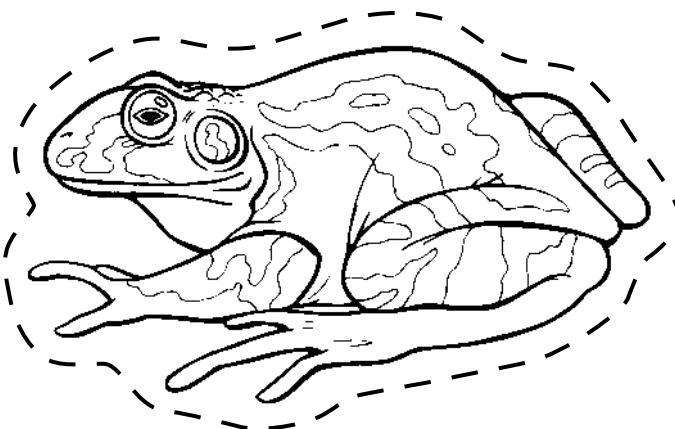
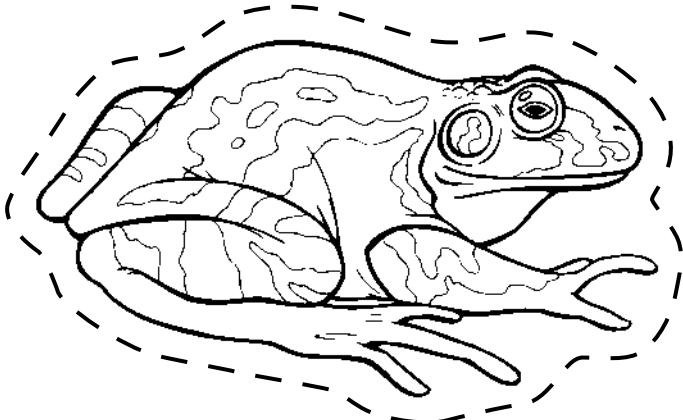
Name \_\_\_\_\_

# Garter Snake



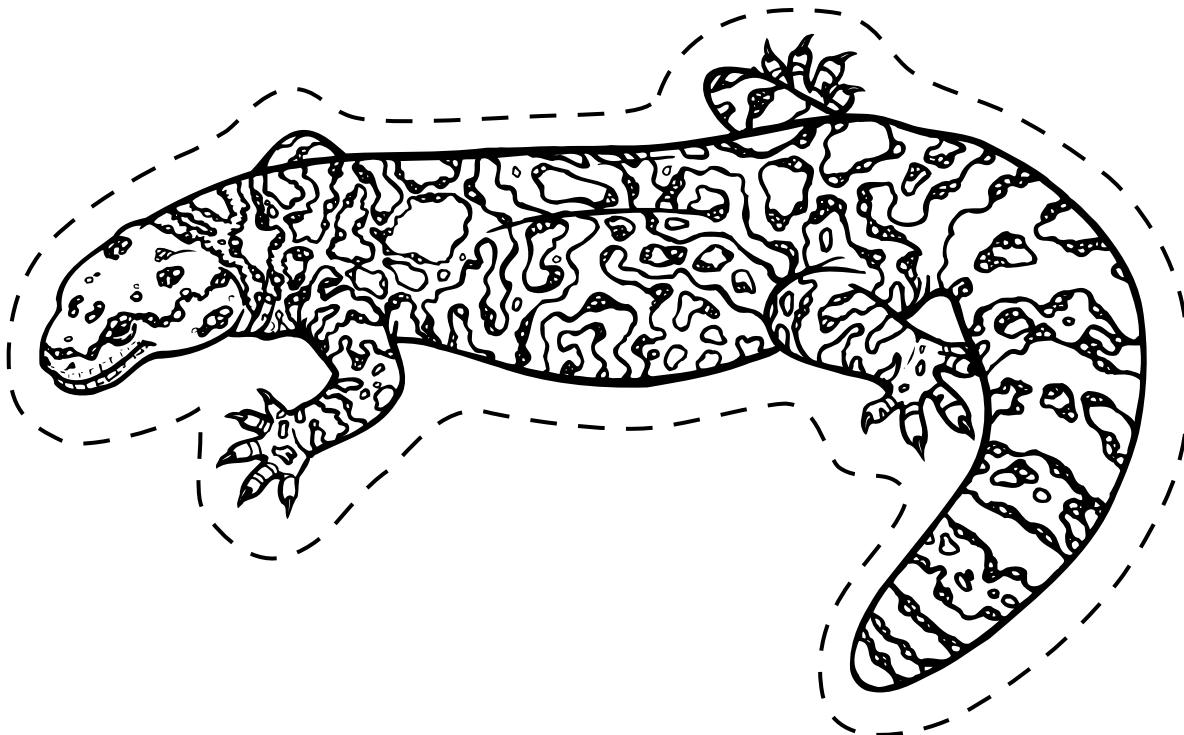
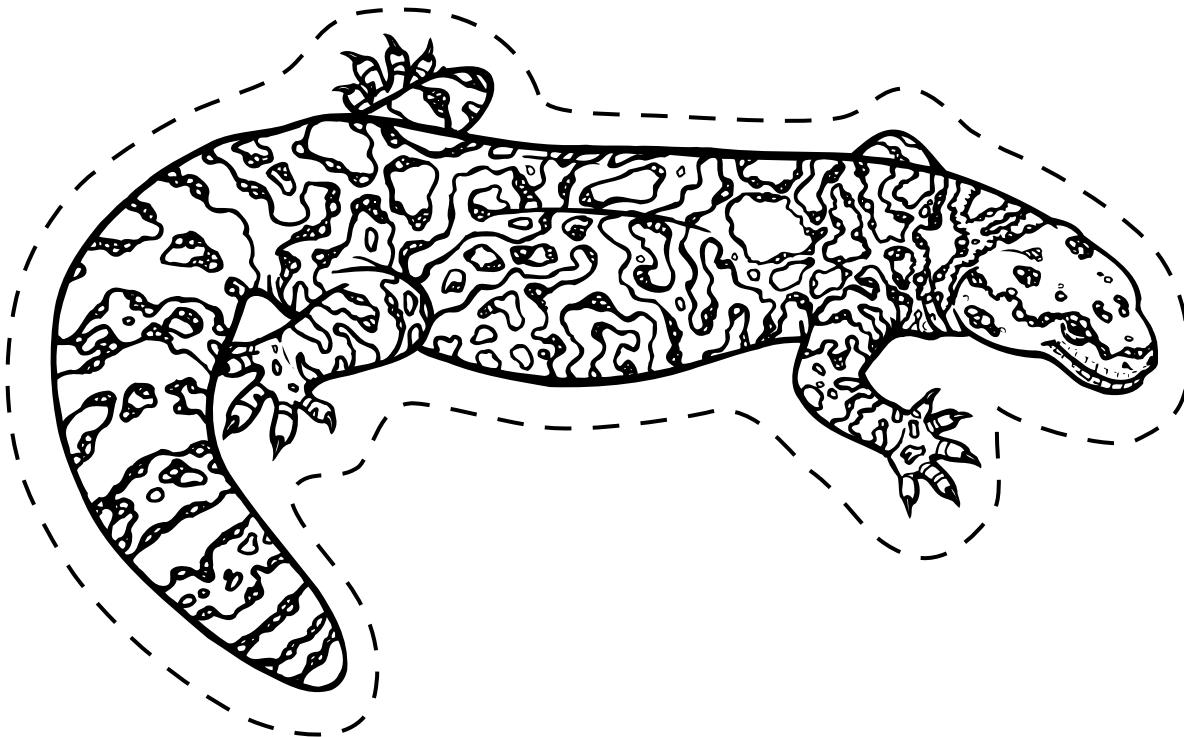
Name \_\_\_\_\_

# Bullfrog



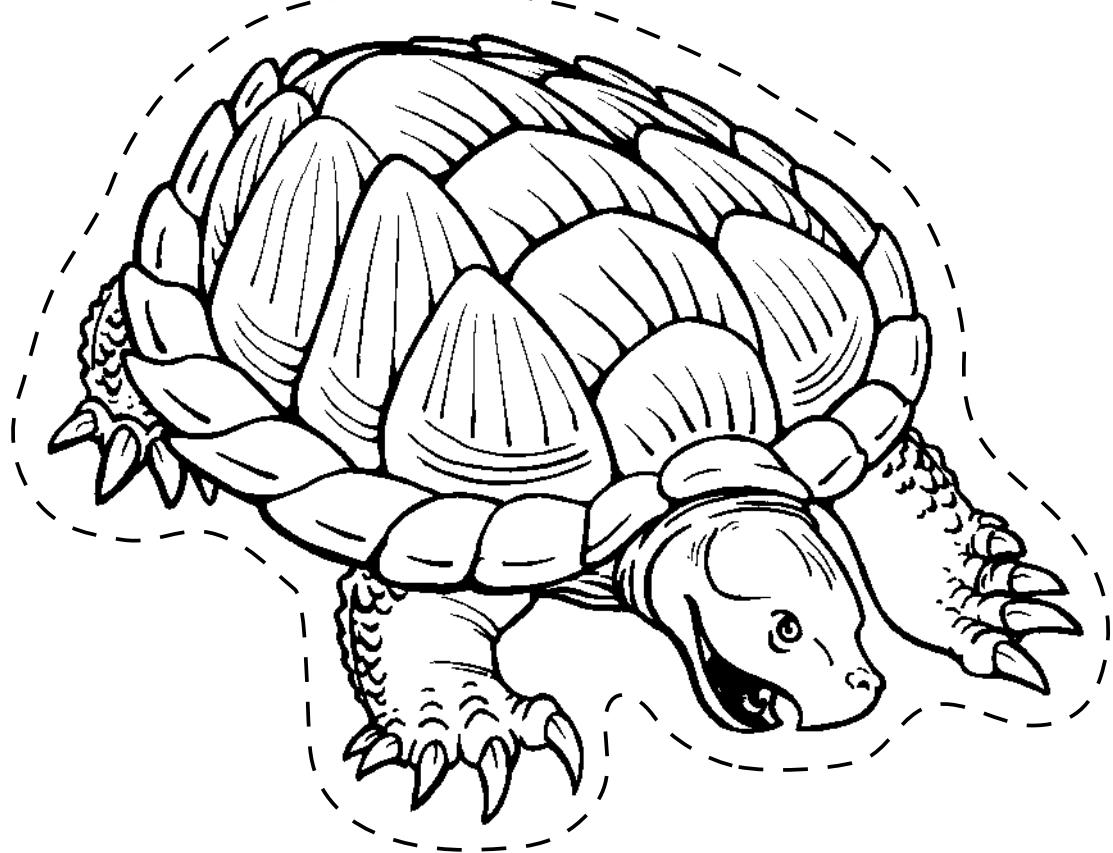
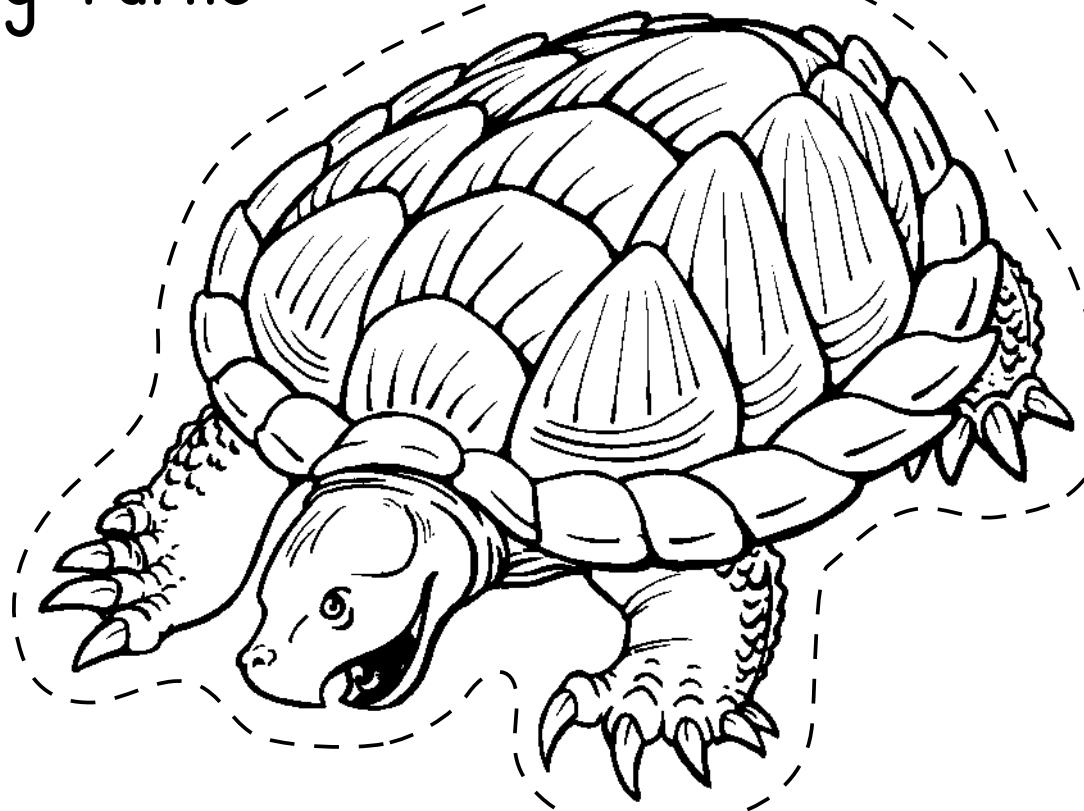
Name \_\_\_\_\_

# Gila Monster



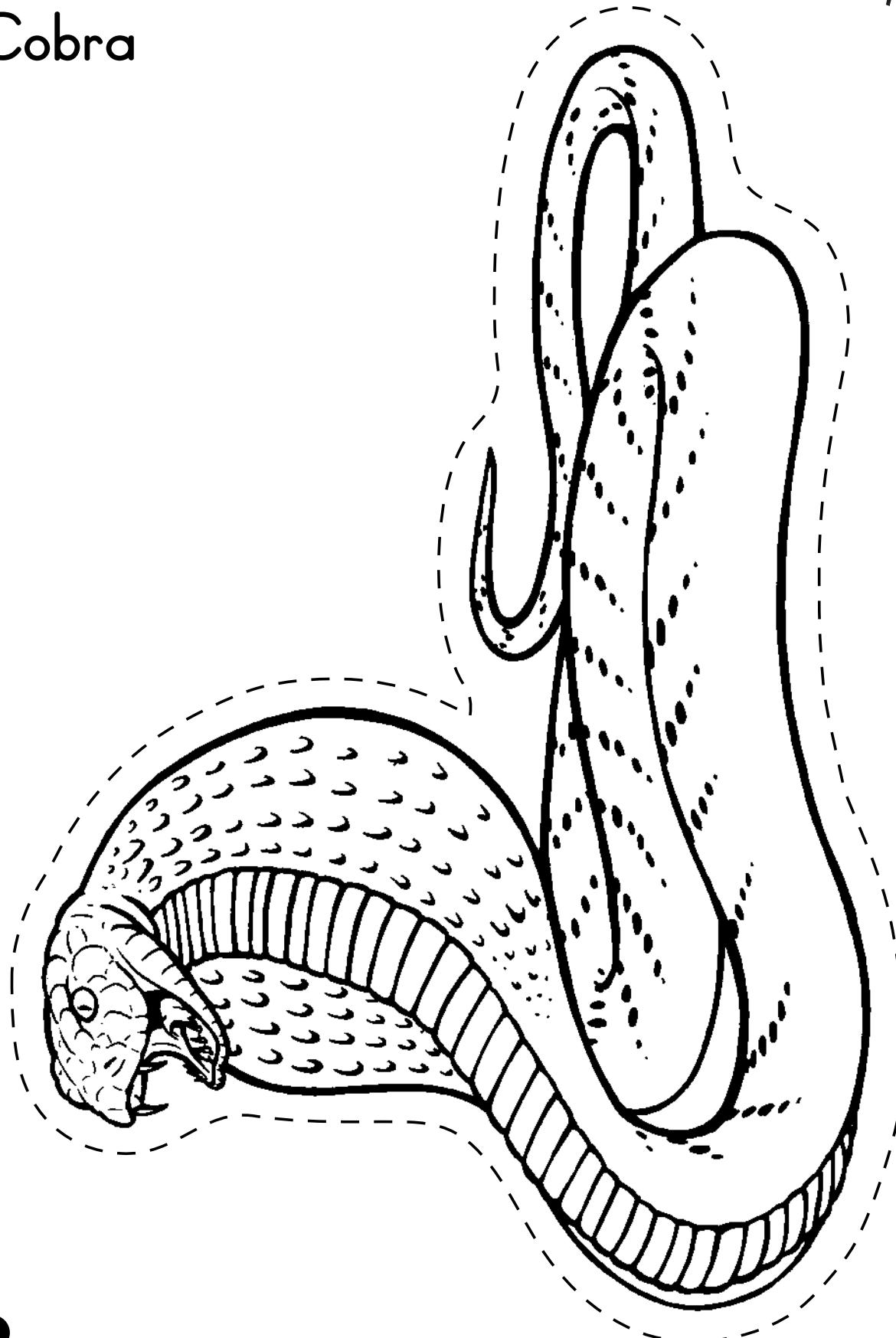
Name \_\_\_\_\_

# Snapping Turtle



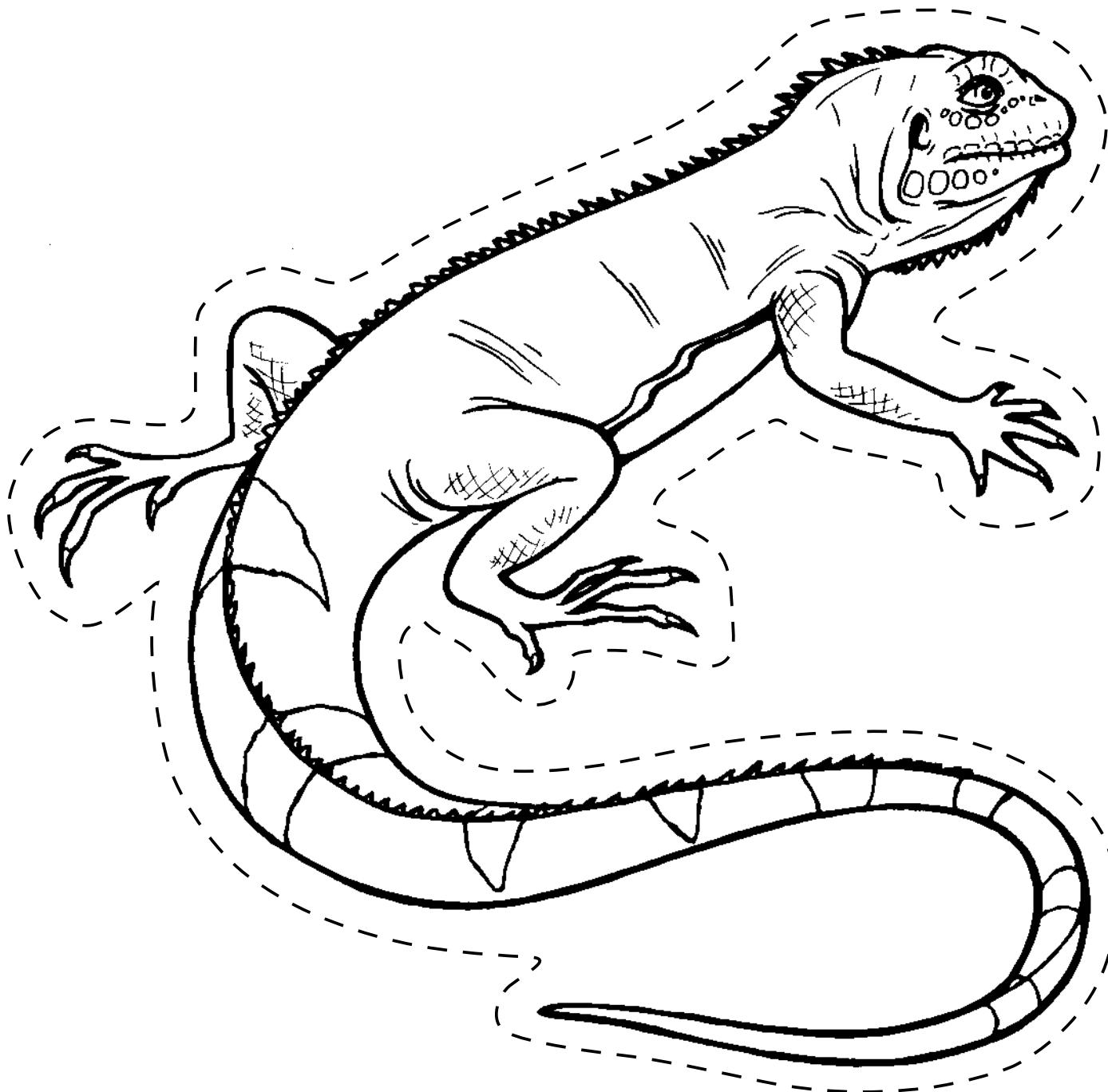
Name \_\_\_\_\_

# Cobra



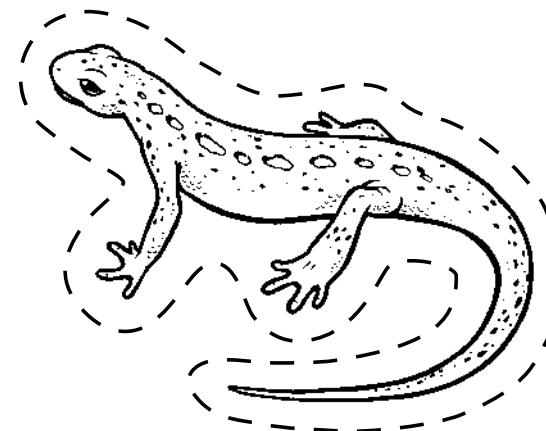
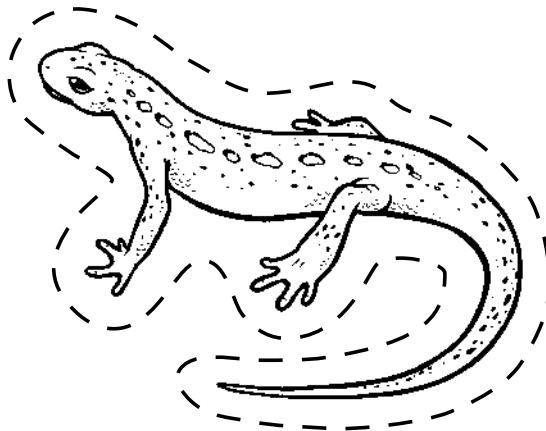
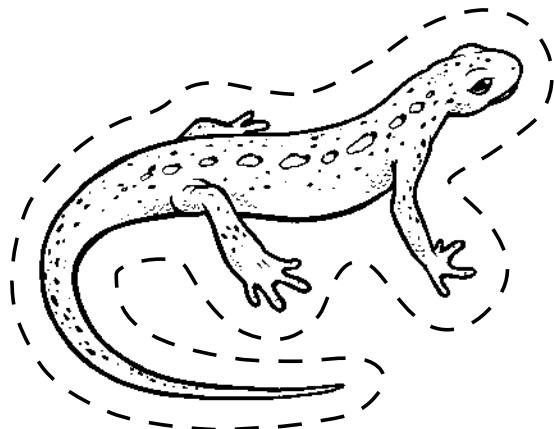
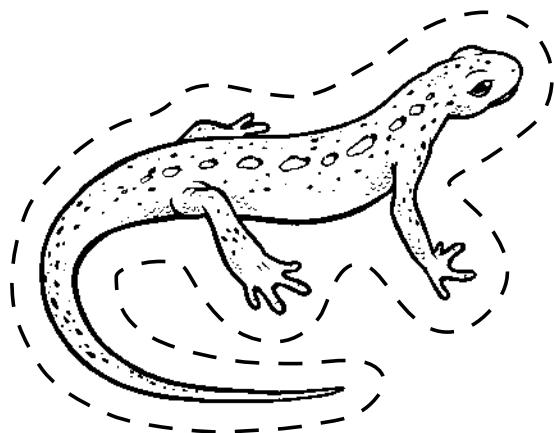
Name \_\_\_\_\_

# Iguana



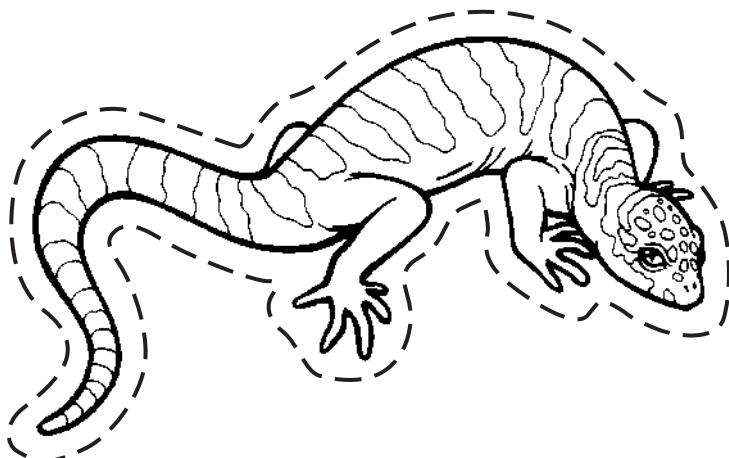
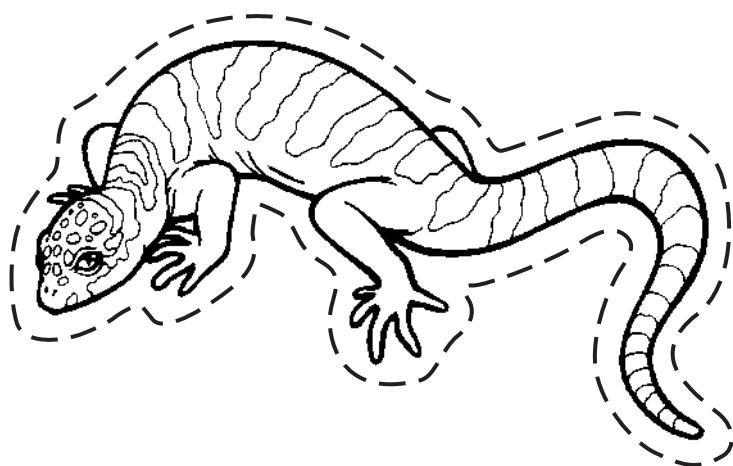
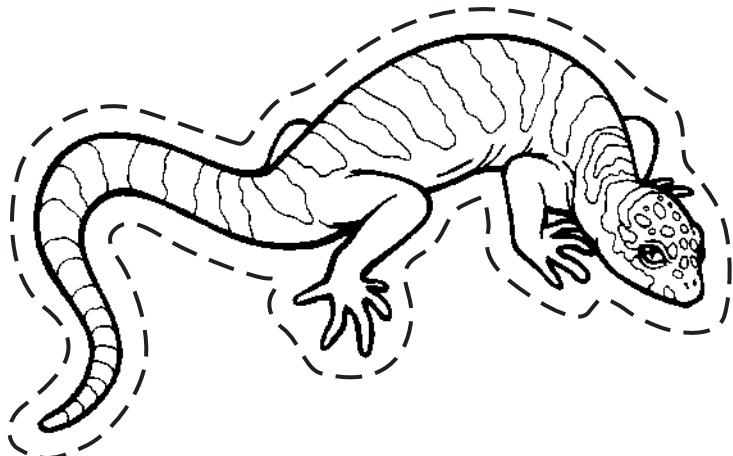
Name \_\_\_\_\_

# Newt



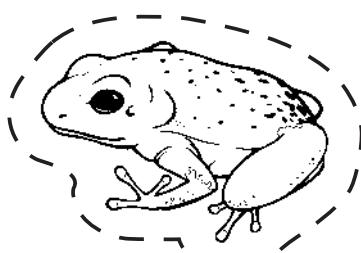
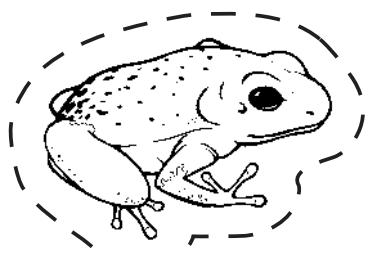
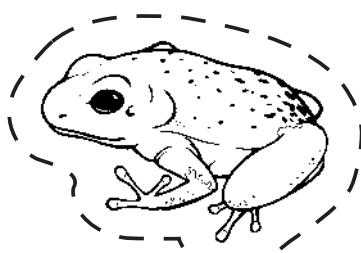
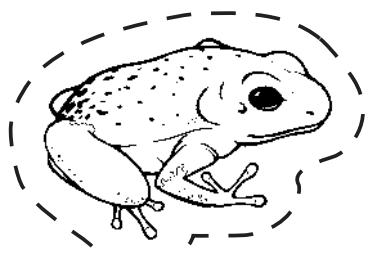
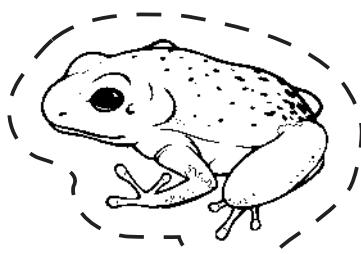
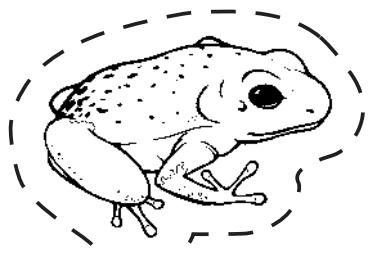
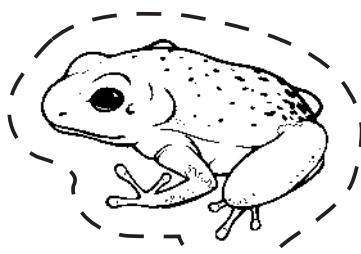
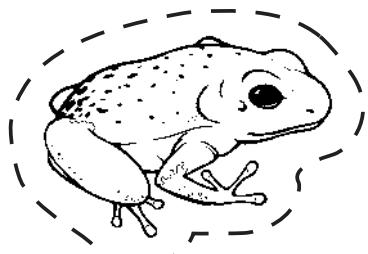
Name \_\_\_\_\_

# Gecko



Name \_\_\_\_\_

# Poison Arrow Frog



Name \_\_\_\_\_

# Chameleon

