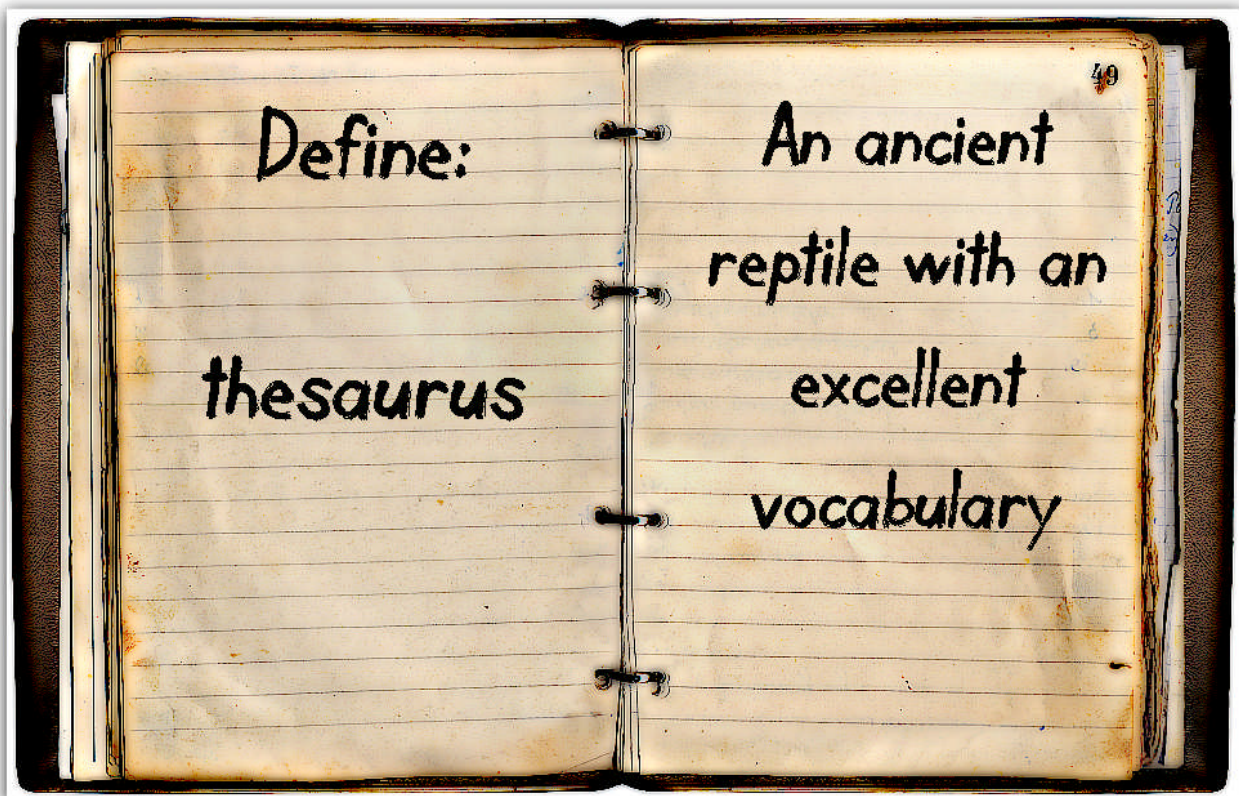


# WEEK ELEVEN: REPTILES AND AMPHIBIANS

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# **DAY ONE**

**TODAY, YOU AND YOUR CHILD WILL:**

- 1. READ THE TEXT**
  - 2. REVIEW THE TEXT WITH YOUR CHILD**
  - 3. COMPLETE THE STUDENT WORKSHEETS**
  - 4. FIND THE MATERIALS YOU WILL NEED FOR DAYS TWO AND THREE**
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**DURING YOUR REVIEW, THE FOLLOWING LIST WILL GIVE YOU THE MOST IMPORTANT PARTS OF YOUR CHILD'S READING FOR THIS WEEK.**

PLANTS AND ANIMALS HAVE LIFE CYCLES THAT INCLUDE BEING BORN, DEVELOPING INTO ADULTS, REPRODUCING, AND EVENTUALLY DYING. THE DETAILS OF THIS LIFE CYCLE ARE DIFFERENT FOR DIFFERENT ORGANISMS.

REPTILES, AMPHIBIANS AND FISH ALL HAVE UNIQUE LIFE CYCLES, NOT ONLY AMONG THEMSELVES, BUT ALSO WITHIN THEIR INDIVIDUAL SPECIES. MOST REPTILES LAY EGGS THAT CONTAIN YOUNG WHICH LOOK LIKE SMALLER VERSIONS OF THE ADULTS. MANY AMPHIBIANS LAY EGGS TOO; HOWEVER, THEIR YOUNG DO NOT ALWAYS LOOK LIKE THEIR PARENT UNTIL THEY BEGIN TO GROW. FROGS ARE A GOOD EXAMPLE OF THIS SINCE TADPOLES DO NOT LOOK LIKE ADULT FROGS AT ALL! MANY FISH ARE HATCHED FROM EGGS AS WELL. LIKE REPTILES, THESE SMALL FISH TEND TO LOOK VERY MUCH LIKE THEIR PARENTS.

## DEFINITIONS:

<b>REPTILES</b>	A COLD-BLOODED ANIMAL WITH ROUGH, DRY SKIN THAT IS COVERED IN SCALES; TURTLES, SNAKES AND ALLIGATORS ARE REPTILES
<b>AMPHIBIANS</b>	“AM-FIB-EE-ANZ”; COLD-BLOODED VERTEBRATES WITH SMOOTH WET SKIN
<b>FISH</b>	COLD-BLOODED VERTEBRATES THAT LIVE INSIDE THE AQUATIC BIOME
<b>SCALES</b>	THIN, FLAT AND HARD PLATES ON THE SKIN OF A REPTILE
<b>COLD-BLOODED</b>	AN ANIMAL WHOSE BODY STAYS ABOUT THE SAME TEMPERATURE AS THEIR HABITAT
<b>VERTEBRATES</b>	AN ANIMAL WHICH HAS A BACKBONE
<b>TADPOLE</b>	A YOUNG FROG
<b>GILLS</b>	SPECIAL BODY PARTS ON FISH THAT ALLOW THEM TO BREATHE AIR FROM THE WATER

## SAMPLE QUESTIONS TO ASK AFTER YOUR CHILD FINISHES THEIR READING FOR DAY ONE:

HOW IS THE SKIN DIFFERENT BETWEEN A REPTILE AND AMPHIBIAN?

*REPTILES HAVE ROUGH, DRY SKIN THAT ARE COVERED IN SCALES. AMPHIBIANS TYPICALLY HAVE SMOOTH, WET SKIN.*

WHAT DO YOU HAVE TO HAVE TO BE A VERTEBRATE? ARE YOU A VERTEBRATE?

*A BACKBONE; ALL HUMANS ARE VERTEBRATES*

ARE THE LIFE CYCLES FOR ALL REPTILES THE SAME?

*NO. EACH SPECIES MAY HAVE SPECIAL CHARACTERISTICS IN THEIR LIFE CYCLE. THERE MAY BE SEVERAL SPECIES WITH THE SAME LIFE CYCLE, BUT YOU CANNOT SAY THAT ALL REPTILES HAVE THE SAME CYCLE.*

# **ANSWERS TO WORKSHEET QUESTIONS FOR WEEK ELEVEN:**

## **PAGE ONE:**

1. SCALES
2. REPTILES
3. TADPOLES
4. FISH
5. GILLS
6. COLD-BLOODED
7. VERTEBRATES
8. AMPHIBIANS

## **PAGE TWO:**

- 5 - REPTILES
- 8 - AMPHIBIANS
- 1 - FISH
- 3 - SCALES
- 7 - COLD-BLOODED
- 2 - VERTEBRATES
- 6 - TADPOLE
- 4 - GILLS

## **PAGE THREE:**

"COMPARE AND CONTRAST THE REPTILES AND AMPHIBIANS:"

**BOTH OF THESE ORGANISMS ARE FOUND IN THE ANIMAL KINGDOM,  
ARE VERTEBRATES AND ARE COLD-BLOODED.**

**REPTILES HAVE DRY SCALY SKIN WHILE AMPHIBIANS HAVE SMOOTH,  
WET SKIN. UNLIKE REPTILES, AMPHIBIANS DO NOT ALWAYS LOOK LIKE  
THEIR PARENTS RIGHT AFTER THEY ARE BORN.**

## **DAY TWO**

**TODAY, YOU AND YOUR CHILD WILL:**

- 1. REVIEW DAY ONE USING THE FOLLOWING TEXT**
- 2. RUN THE ACTIVITY: "COOL UNDER PRESSURE..."**

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**THE FOLLOWING LIST WILL GIVE YOU THE MOST IMPORTANT ITEMS TO REVIEW FOR YOUR ACTIVITY TODAY!**

THE ENVIRONMENT WHERE AN ORGANISM LIVES AND THE DAILY CHANGES IN TEMPERATURE, HAS AN EFFECT ON THE MOVEMENT OF MOST ORGANISMS.

COLD-BLOODED ORGANISMS CAN BE FOUND SUNNING THEMSELVES DURING THE WARMTH OF THE DAY. WHEN IT BECOMES TOO WARM, YOU CAN FIND THEM IN OR NEAR WATER OR POSSIBLY IN A SHADED AREA.

## **COOL UNDER PRESSURE...**

CHILDREN WILL IDENTIFY AREAS IN THEIR HOME WHERE A COLD-BLOODED ORGANISM MAY LIVE.

### **MATERIALS:**

THERMOMETER

TEMPERATURE CHART (SEE ATTACHED)

### **ACTIVITY:**

INFORM YOUR CHILD THAT HE/SHE IS GOING TO PRETEND THEY ARE A COLD-BLOODED REPTILE. BEING COLD-BLOODED MEANS THAT THE TEMPERATURE AROUND THEM MUST STAY WITHIN A CERTAIN RANGE OR THEY MAY GET HURT! THIS MEANS THEY NEED TO FIND ONE OR MORE LOCATIONS IN THEIR HOME WHERE THEY CAN LIVE FOR MOST OF THE TIME. THEY MAY ALSO NEED TO FIND PLACES WHERE THEY CAN WARM UP OR COOL DOWN IF THEIR AREA CHANGES TEMPERATURE!!!

THE TEMPERATURE RANGE THEY MUST LIVE WITHIN IS BETWEEN 75-85°F. IF ASKED, DO NOT TELL THEM HOW HOT/COLD THIS TEMPERATURE REALLY IS! THEY WILL RUN AN EXPERIMENT TO FIND THIS OUT!!!

HAVE YOUR CHILD PLACE THE THERMOMETER IN DIFFERENT PLACES AROUND YOUR HOME (I.E. ON A WINDOWSILL, IN A CLOSET, IN THE REFRIGERATOR. RECORD THE TEMPERATURE IN EACH OF THESE LOCATIONS AFTER 5, 10 AND 20 MINUTES.

YOUR CHILD SHOULD FIND SEVERAL PLACES IN YOUR HOME THAT ARE BELOW AND ABOVE 75-85°F. ASK THEM WHAT AREA IN THEIR HOME WOULD BE THE BEST FOR THEM TO SURVIVE? THEN ASK THEM WHAT THEY WOULD DO IF THE TEMPERATURE GOT TOO HOT OR TOO COLD...WHAT WOULD THEY DO?

### **EXPLANATION:**

THIS ACTIVITY IS VERY SIMILAR TO COLD-BLOODED ANIMALS WHO EXPERIENCE A CHANGE IN THEIR HABITAT'S TEMPERATURE. THESE ANIMALS TEND TO FIND PLACES TO COOL OFF OR WARM UP WHEN THE AIR TEMPERATURE CHANGES. SNAKES, FOR EXAMPLE, CAN BE FOUND SUNNING THEMSELVES ON COOL MORNINGS. REPTILES MAY FIND A SHADY AREA OR BURROW INTO SOFT MUD TO COOL THEMSELVES OFF IF THEY GET TOO HOT!

# TEMPERATURE CHART

	<b>5 MINUTES</b>	<b>10 MINUTES</b>	<b>20 MINUTES</b>
<b>LOCATIONS</b>			
<b>LOCATION #1</b>			
<b>LOCATION #2</b>			
<b>LOCATION #3</b>			
<b>LOCATION #4</b>			
<b>LOCATION #5</b>			
<b>LOCATION #6</b>			
<b>LOCATION #7</b>			
<b>LOCATION #8</b>			
<b>LOCATION #9</b>			
<b>LOCATION #10</b>			

## **DAY THREE**

**TODAY, YOU AND YOUR CHILD WILL:**

- 1. REVIEW DAY ONE USING THE FOLLOWING TEXT**
- 2. RUN THE ACTIVITY: "HEARING WITHOUT EARS"**

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**THE FOLLOWING LIST WILL GIVE YOU THE MOST IMPORTANT ITEMS TO REVIEW FOR YOUR ACTIVITY TODAY!**

WITHOUT EARS, MOST REPTILES, AMPHIBIANS AND FISH MUST RELY ON OTHER PARTS OF THE BODY TO SENSE SOUNDS.

MOST REPTILES, AMPHIBIANS AND FISH CAN DETECT SOUND WAVES WHEN THEY COME INTO CONTACT WITH THEIR BODIES.

EACH SOUND WAVE HAS ITS OWN SPECIAL CHARACTERISTIC THAT ALLOWS ORGANISMS TO HEAR DIFFERENT KINDS OF SOUNDS.

## **HEARING WITHOUT EARS**

THE CHILD WILL DEMONSTRATE HOW SOME ANIMALS "HEAR" SOUND.

### **MATERIALS:**

BALLOON AND RUBBER BAND

SOUP OR JUICE CAN WITH ENDS REMOVED

1/4-INCH SQUARE OF SMOOTH ALUMINUM FOIL OR A TINY MIRROR

GLUE STICK OR RUBBER CEMENT

FLASHLIGHT WITH NARROW BEAM (LASER POINTERS WORK GREAT!)

RADIO OR TAPE PLAYER

### **ACTIVITY:**

CUT OFF THE NECK OF THE BALLOON AND STRETCH THE BALLOON TIGHTLY OVER ONE END OF THE CAN. SECURE THE BALLOON TO THE CAN WITH A RUBBER BAND.

GLUE THE FOIL OR MIRROR SLIGHTLY OFF CENTER, BEING CAREFUL NOT TO GET GLUE ON THE SHINY SIDE.

HOLD THE OPEN END OF THE CAN NEXT TO THE SPEAKER OF THE SOUND SPEAKER.

TURN ON SOME MUSIC, AND HAVE YOUR CHILD POINT THE FLASHLIGHT AT THE MIRROR SO THAT THE LIGHT REFLECTS ONTO A WALL.

AS THE MUSIC PLAYS, ASK THE CHILD TO NOTICE WHAT HAPPENS TO THE REFLECTED LIGHT?

TO MAKE THE REFLECTED LIGHT "DANCE", YOU MAY NEED TO INCREASE THE VOLUME OF THE MUSIC OR ALTER THE TYPE OF MUSIC.

### **EXPLANATION:**

SNAKES AND SEVERAL OTHER KINDS OF AMPHIBIANS DO NOT HAVE EARS. THESE ANIMALS "FEEL" SOUND BY SENSING THE VIBRATIONS THROUGH THEIR SKIN. SOME FISH CAN DO THIS AS WELL! THE INSTRUMENT YOU CREATE IN THIS ACTIVITY MAY TAKE A LITTLE TIME TO FINE TUNE, BUT ONCE YOU GET IT TO WORK YOUR CHILD WILL NEVER FORGET THAT SOUND CAUSES VIBRATIONS! IF YOU HAVE ACCESS TO A CHEAP LASER POINTER, THIS WORKS THE BEST!