

Salamander Life Story

Subjects: Science and Language Arts

Objectives:

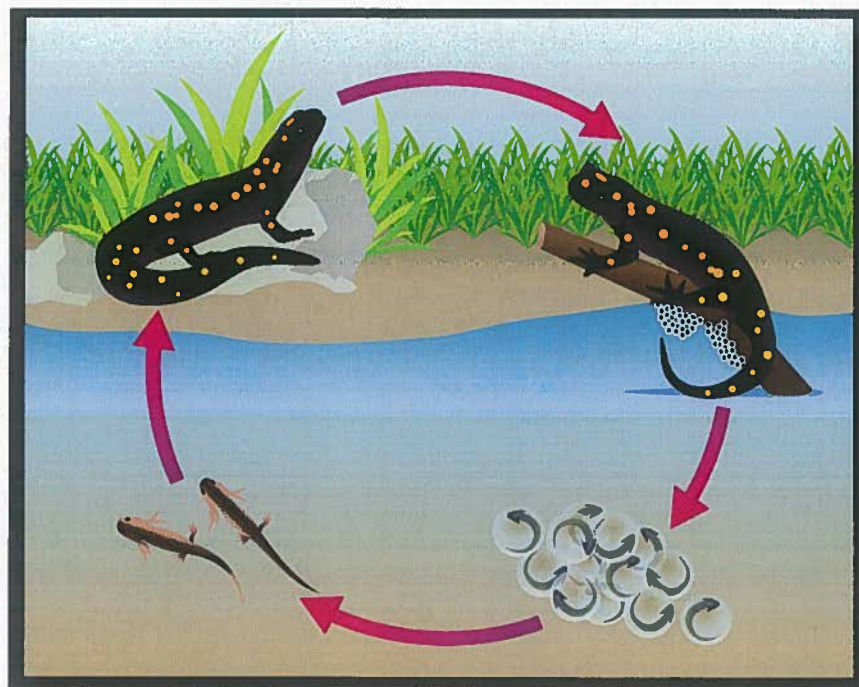
- Students will be able to identify stages in an amphibian's life cycle.
- Students will be able to use factual information to write a fictional story.

Materials:

- Writing materials
- 12"x18" piece of construction paper for each child
- Directions for making a tiny book (following page)

Procedure:

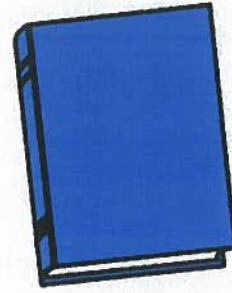
1. Review the life cycle of the salamander.
2. Ask students to write a story which reveals all of the stages of a salamander's life. Dangers or events that could occur during each stage should be included.
3. After students are finished writing their rough drafts, peer edit.
4. Have each student make a tiny book from a 12"x18" piece of construction paper.
5. Have students create a cover on the front with title and author. On the inside of the book, each page should be dedicated to a stage in the salamander's life cycle. The last should contain a labeled illustration showing the entire life cycle. On the back, students should write a short summary of their story.



Directions for Making a Tiny Book

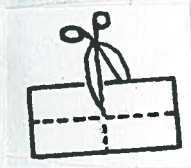
Materials:

- 12"x18" construction paper
- Scissors

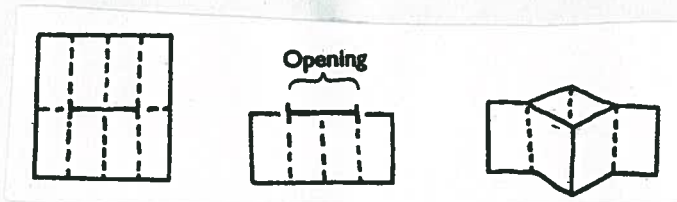


Directions:

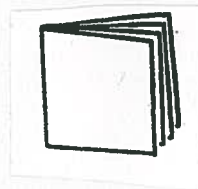
1. Fold the paper over long ways (like a hotdog bun) so the corners meet. Crease well and then unfold.
2. Fold the paper over in the other direction (hamburger bun), again matching corners. Do not unfold.
3. Take the folded side in your hand and fold in half one more time. Crease well and unfold so the paper looks like it did in step 2.
4. Cut from the folded side on the crease to the crease in the center.



5. Open to a full 12"x18" sheet. Fold lengthwise (hotdog bun). Push the outer edges together so a diamond forms in the middle of the book. Keep pushing until the diamond is gone. You will have 4 pages poking out.



6. Fold the pages together like a book and crease well.
7. After the writing and illustrating are complete, you may want to tape together the edges that do not have folds.



Which Herp is Which?

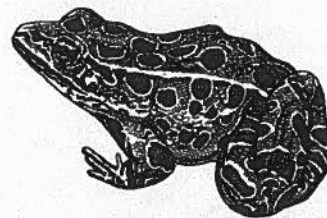
Subject: Science and Language Arts

Objectives:

- Students will be able to list several examples each of reptiles and amphibians.
- Students will be able to describe how reptiles and amphibians are similar to and different from one another.

Materials:

- books and other references materials on herps
- index cards
- pencils, crayons or markers



Procedure:

1. Before the activity, write the names of several types of herps on slips of paper (one for each person). Try to include an equal number of reptiles and amphibians. Depending on the level of your group, you can keep the names general (e.g. frog, snake) or be more specific (e.g. bull frog, garter snake). Write a number on each slip, so you can keep track of who has which herp.
2. Hand out the slips of paper you made earlier, taking note of who has which herp. Tell your students to keep the identity of their animal secret.
3. Assign each person a herp pen pal. Try to match reptile with amphibian pen pals.
4. Give the students time to find out about their herps. Then pass out index cards and have the students write "postcards" to their pen pals from the point of view of their particular herp. Explain to the students that they shouldn't give away their herp's identity, but they should give clues that will help their pen pals figure out whether their herp is a reptile or amphibian. The information should also be as accurate as possible. (If you're working with more advanced students, you can also have them try to figure out what kind of reptile or amphibian their pen pal represents. You may want to provide a list of the herps you've assigned, to help the students narrow down their choices.)
5. You may want to consider having the students write a series of postcards, with each one revealing a new clue about their identities, here's an example of one postcard a frog or toad might write:

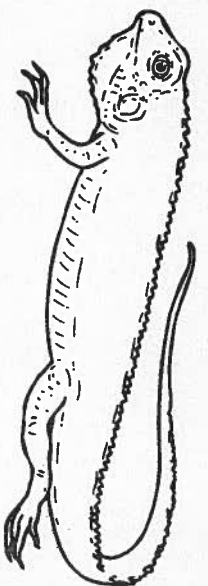
Dear Pen Pal,
Life is busy these days! I have been practicing very hard on my song. Spring will be here soon, and I have a lot of competition!
Signed,
Me

6. On the other side of the postcard, have the students draw a picture of their herp's habitat (not including the herp).
7. Collect the postcards and hand them out to the appropriate pen pals. Provide resources and give the students time to figure out what kind of herp is their pen pal.
8. Have several of the students read their postcards out loud, then ask for opinions on the kind of herp that "wrote" each card. Finally, have the various pen pals identify themselves.
9. Use the postcards to create a bulletin board display. The focus of the display could be similarities and differences between reptiles and amphibians.

WILDLIFE WORKSHEET



Similar but Different

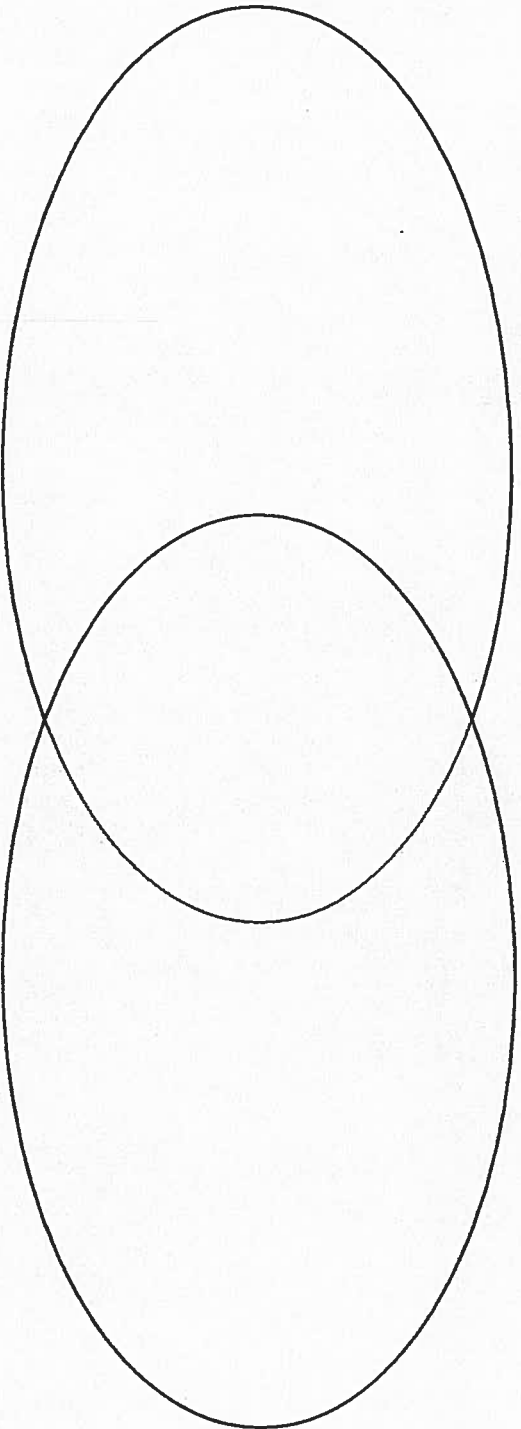


Use the venn diagram to outline the similarities and differences between lizards and salamanders. Read each clue and place the letter in the correct box.

Salamanders

Both

Lizards



- A. Have tails
- B. Have claws
- C. Skin is rough & scaly
- D. Are amphibians
- E. Have four feet
- F. Are cold-blooded
- G. Are carnivores
- H. Are reptiles
- I. Live in cool, damp places
- J. Can grow to 10 feet long
- K. Have smooth skin
- L. Are vertebrates
- M. Range in size from 1 inch to 5 feet
- N. Can live in or near water, but also live in hot, dry places

Wildlife Worksheet

Herps and Humans

Who says herps and humans are so different? Study the outlines of a person and a lizard below and label the following organs on each: kidneys, liver, brain, intestines, lungs and heart.

