

# Wildlife Express

## May 2022 – Western Toad

### Activities:

**Idaho Amphibian Word Search:** What Idaho amphibians can you find?

**Make a Toad Sandwich:** Students color and label parts of a toad on a worksheet and stack layers together to make a “sandwich.”

**Toad’s Life Tiny Book:** Students create a tiny book depicting the western toad’s lifecycle from the toad’s point of view. Include dangers it faces in each stage.

**Project WILD’s “And the Wolf Wore Shoes”:** Students investigate ways in which toads (and other animals) are depicted in fiction and non-fiction books. For this activity, you’ll need to gather several sets of books for comparisons at the library.

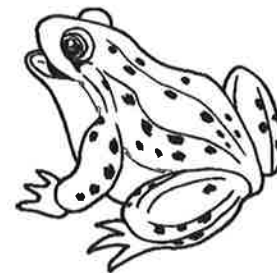
**What Color is Camouflage?:** Students will be able to discuss camouflage as an animal adaptation, color a toad to blend in with its environment then play a game of predator/prey hide and seek.

**Paper Plate Toad Projects:** Here are a couple of fun and easy paper plate crafts to enhance students’ learning!



# What Idaho Amphibians Can You Find?

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



Listed below are the fifteen amphibians found in Idaho. For the puzzle purposes, if there's a space, dash or apostrophe please ignore. 😊 Words can be found backward, forward, diagonal and even backward diagonal!

Find these four **TOADS** in the puzzle:

WESTERN, WOODHOUSE'S, GREAT BASIN SPADEFOOT

Find these four **SALAMANDERS**:

TIGER, IDAHO GIANT, LONG-TOED, COEUR D'ALENE

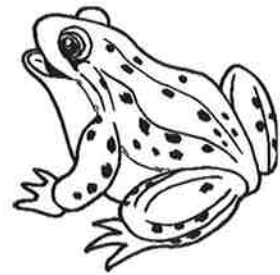
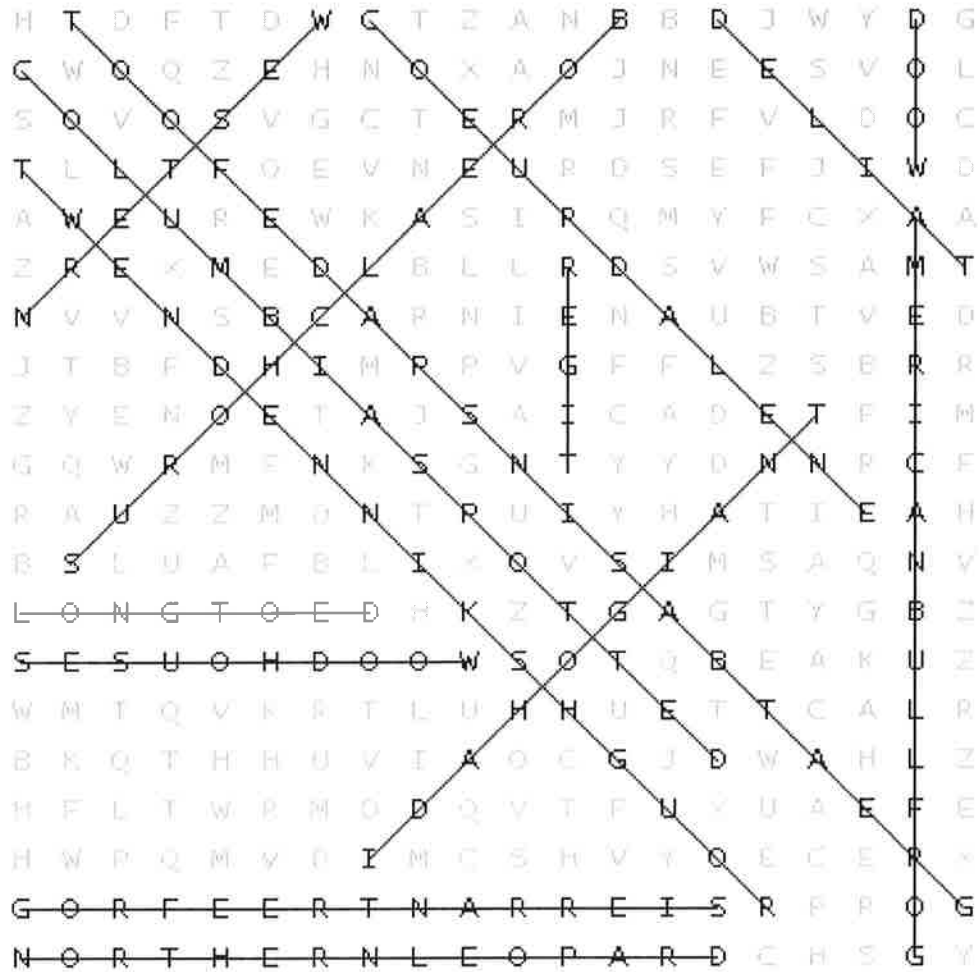
Find these seven **FROGS**:

AMERICAN BULLFROG, BOREAL CHORUS, SIERRAN TREEFROG, TAILED, WOOD, NORTHERN LEOPARD, COLUMBIA SPOTTED

Also find: ROUGH-SKINNED NEWT

**Finding amphibians in nature is exciting too! Get out and see which ones you can hear or see!**

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# Make a Toad Sandwich

**Subjects:** Life Science & Biology

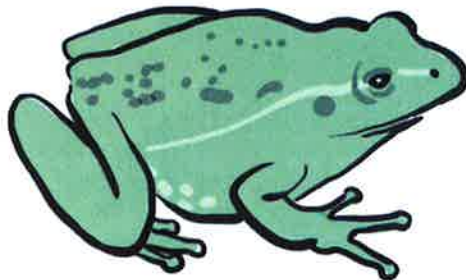
**Objectives:** Students will be able to identify a toad's anatomy by coloring a booklet of labeled parts of the skeleton, digestive system, circulatory system, nervous system, and brain of a frog.

**Materials:**

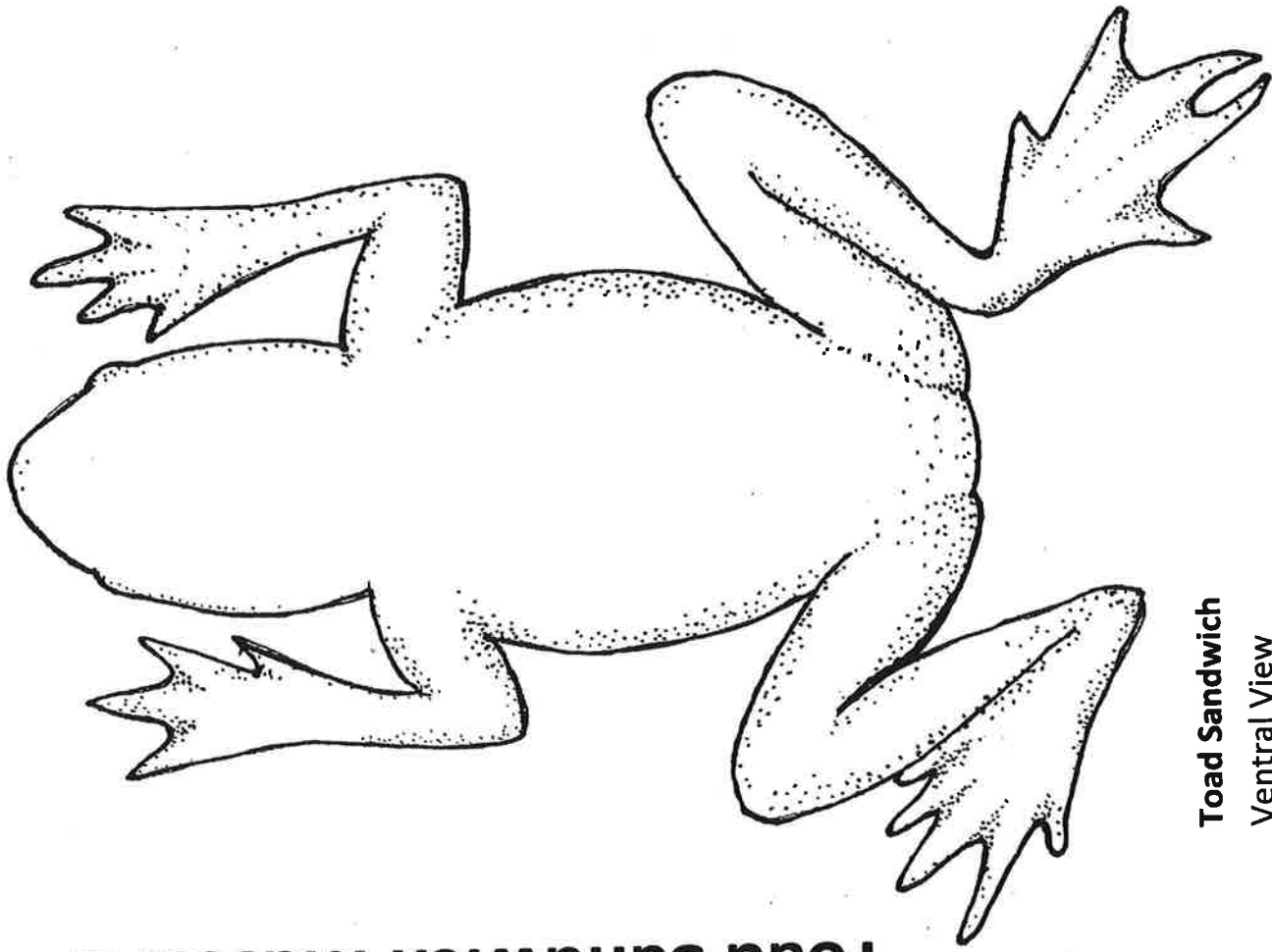
- colored pencils
- one copy of Toad Sandwich Masters for each student (cardstock recommended)
- digitally scanned or transparencies of Toad Sandwich Masters (optional)
- stapler or brads
- scissors

**Procedure:**

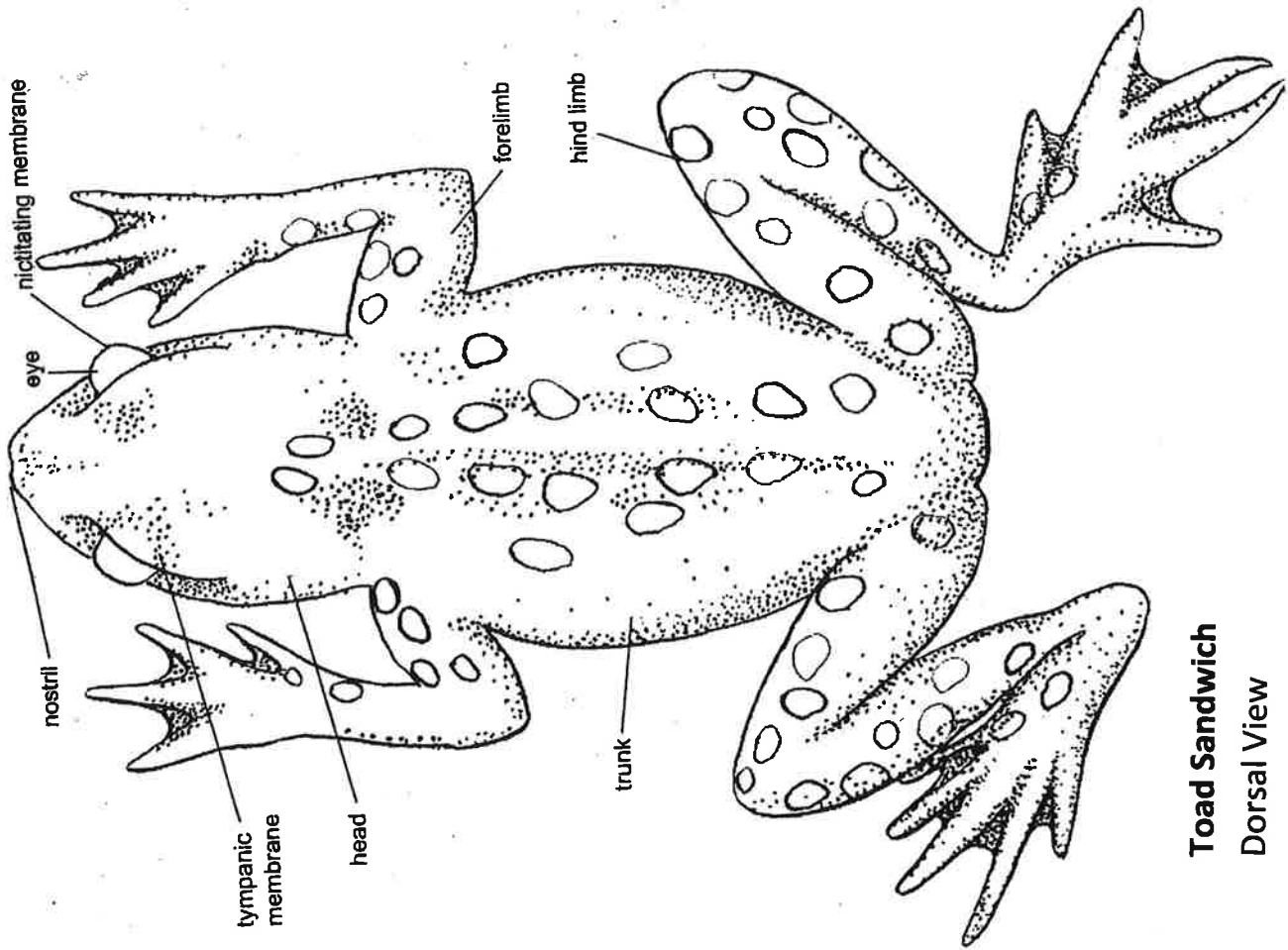
1. Discuss with students different systems that help our bodies function.
2. Tell the students they will be learning about a toad's body systems and labeling the parts.
3. Place a copy of the toad's skeleton on a Smart Board or overhead projector. Discuss the different bones in a toad's body. How do they compare to our own? Look for similarities and differences.
4. Continue with each system. It may be helpful to color system parts as a group or provide students with a key to color certain parts a certain color. (Ex: intestines – green, liver – red etc.) When the students cut out the toads, they will be cutting the labels off. They may want to make a key they can use as a reference.
5. After all toad layers are colored, have students cut out each toad. Make a toad sandwich by layering the toads, making sure the top and bottom are in the correct position. Staple or use a brad to connect all layers.
6. Review systems and anatomy with students.



# Toad Sandwich Master 1

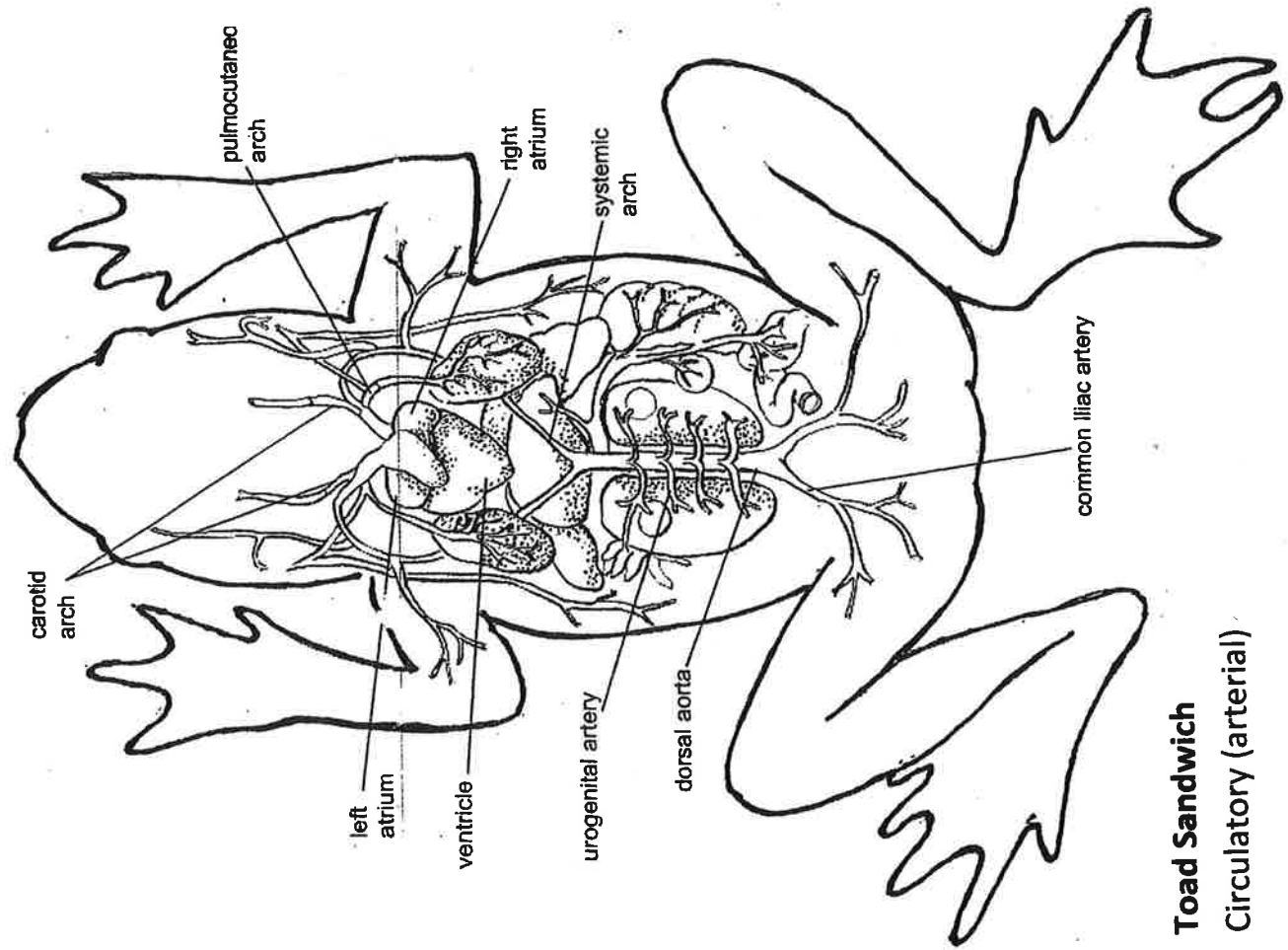


Toad Sandwich  
Ventral View

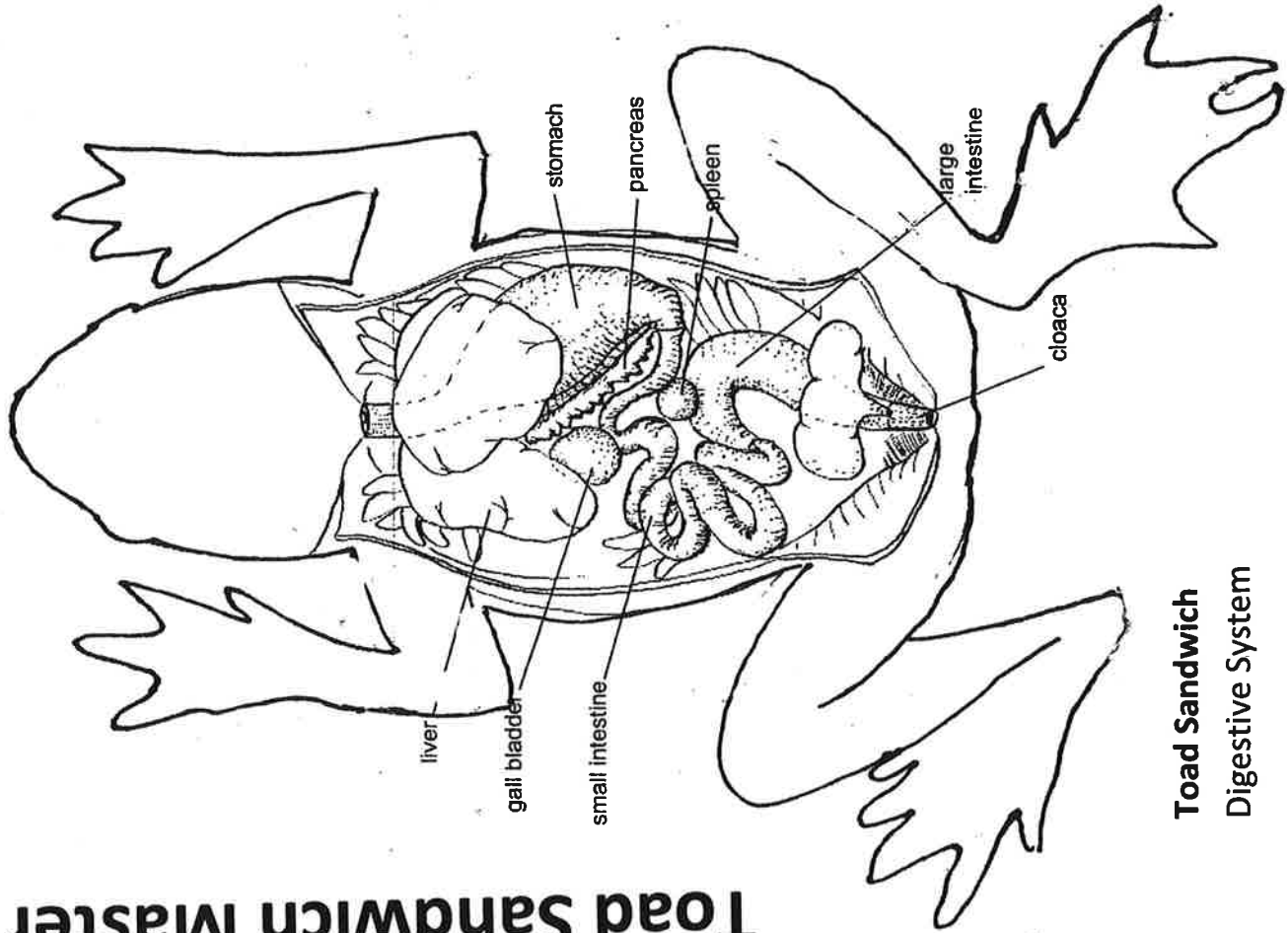


Toad Sandwich  
Dorsal View

# Toad Sandwich Master 2



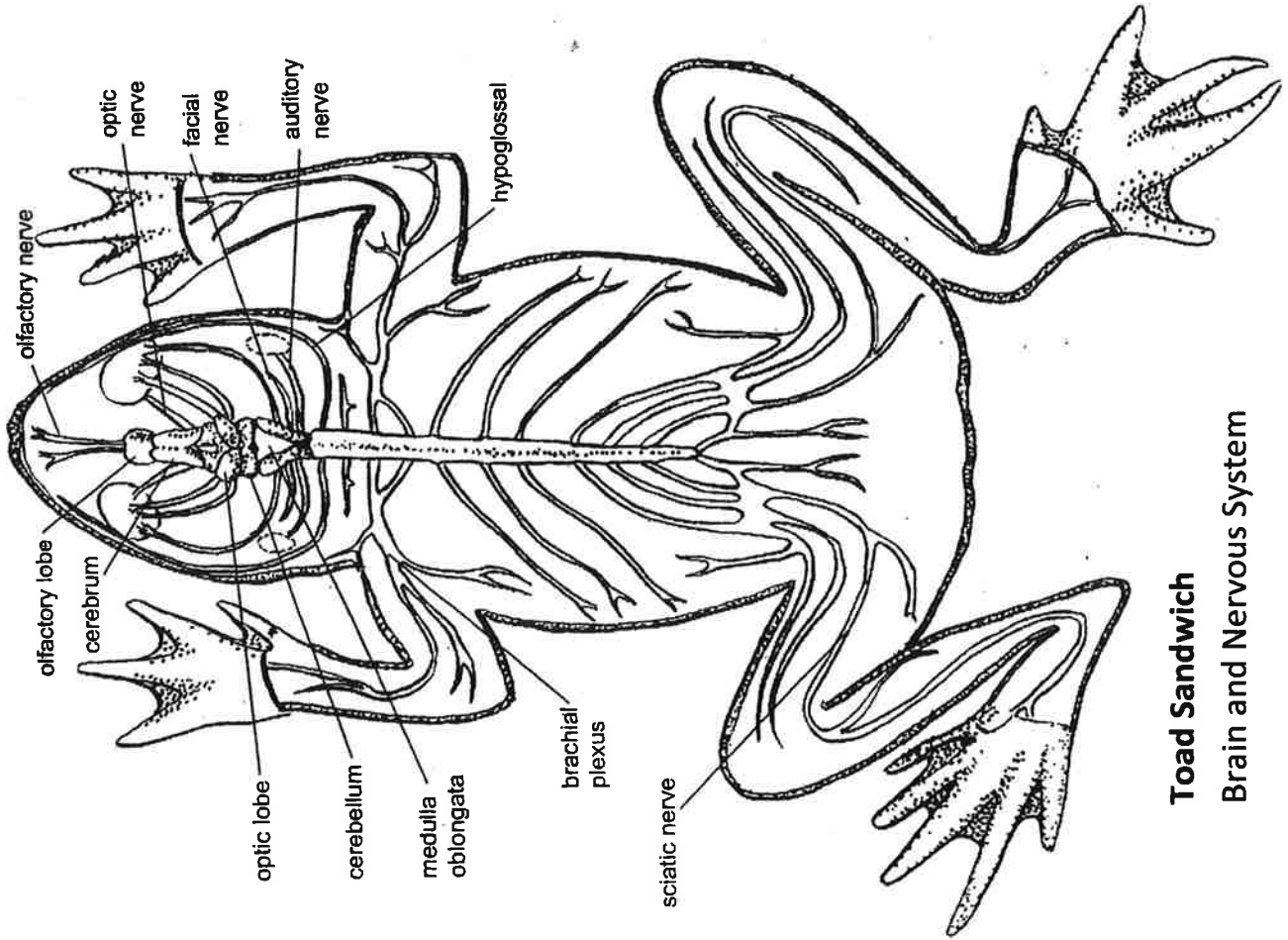
**Toad Sandwich**  
Circulatory (arterial)



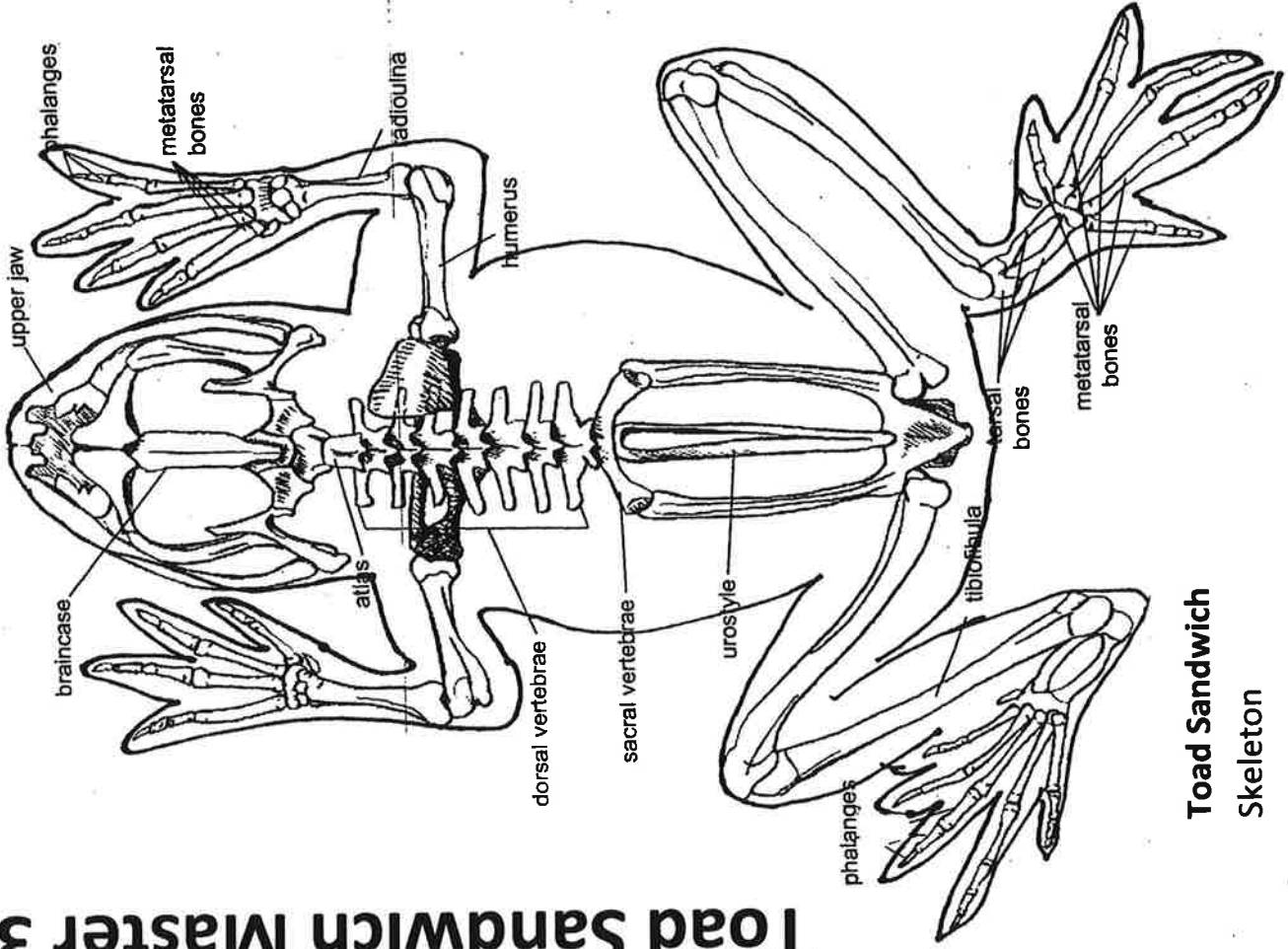
**Toad Sandwich**  
Digestive System



# Toad Sandwich Master 3



**Toad Sandwich**  
Brain and Nervous System



**Toad Sandwich**  
Skeleton

# A Toad's Life Tiny Book

**Subjects:** Science and Language Arts

**Objectives:** *Science:* Students will be able to identify stages in a toad's life.  
*Language Arts:* Students will be able to use factual information to write a fictional story.

**Materials:**

- writing and coloring materials
- paper bag or 12" X 18" construction paper for each child
- directions for making a tiny book (following page)
- scissors

**Procedure:**

1. Review the biology & lifecycle of a toad.
2. Ask students to write a story that reveals a toad's life events through the eyes of a toad. (Becoming a tadpole, growing legs, finding food, avoiding predators etc.) Everyday events that could occur should be included and adventures and dangers it faces at each stage.
3. After students are finished writing their rough drafts, have them peer edit.
4. Next each student should make a "tiny book" either from a large paper bag or a 12" X 18" piece of construction paper. (See directions on the following page.)
5. Students should create a cover on the front with the title and author. The middle pages should contain their story and illustrations. On the back of the book, students should write a summary of the story.
6. Be sure to allow students time to share their stories with classmates and younger book buddies!





# Directions for Making a Tiny Book

## Materials:

- scissors
- paper bag or 12" X 18" construction paper

Directions are written for using a paper bag. If using construction paper, you can start with step three.

## Steps One & Two:

- Lay the paper bag flat and take apart the bottom of the bag.
- Cut down one side of the bag on a fold and then cut off the bottom section.

## Step three:

- You'll have a long rectangular sheet.
- Fold the bag over longways so that the corners meet. Crease well and then unfold. Fold the paper in the other direction, placing the corners together again. Do not unfold.

## Step four:

- Take the *folded* side in your hand and fold it in half one more time. Crease well and unfold so that you're at the previous step.

## Step Five:

- Cut from **folded** side on the crease to the center.

## Step Six:

- Open to a full sheet. Fold lengthwise. Push outer edges together so a diamond forms in the middle of the book.

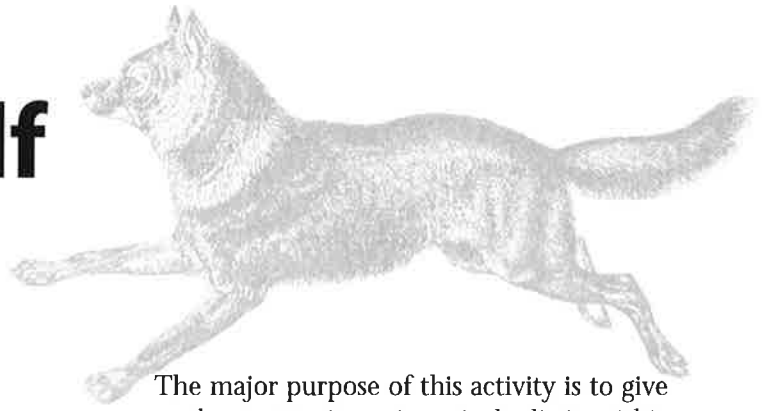
## Step Seven:

Fold completely and crease well.

Note: After the writing and illustrating are complete, you may want to tape together the edges that do not have folds.



# And the Wolf Wore Shoes



## Objectives

Students will: 1) distinguish between real and imaginary animals; and 2) give examples of real and imaginary animals and their characteristics.

## Method

Students divide books into those about real and those about imaginary animals and then distinguish between real and fictitious animal characteristics.

## Materials

A selection of children's books and comics about or including both real and imaginary animals

## Background

The portrayal of animals in books, fairy tales, comics, cartoons, movies and other media may have an influence on the perceptions people have of those animals.

The major purpose of this activity is to give students experience in actively distinguishing between realistic and fictionalized portrayals of animals in literature.

## Procedure

1. Distribute several books to every group of two to four students. Each stack of books needs to include some books that portray animals realistically and some that give the animals unrealistic qualities, such as human attributes.
2. Let the students look through the books and separate the books into categories of real animals, or animals that act in real ways, and books that are about imaginary animals, or even real animals that act in imaginary ways. If necessary, help the students to make the distinctions.
3. Work quietly with each of the groups to check their classifications into "real" and "imaginary."
4. Ask one of the students to give an example of an "imaginary" animal. Talk about what makes that animal "imaginary."
5. Ask one of the students to give an example of a "real" animal. Talk about what makes that animal real.
6. Using a chart like the one on page 181, ask the students to fill in the blanks in the chart with examples from the books in their stack:

**Grade Level:** K-4

**Subject Areas:** Language Arts, Science, Environmental Education

**Duration:** two to three 20-minute sessions

**Group Size:** small groups of two to four students

**Setting:** indoors (or outdoors)

**Conceptual Framework Topic Reference:** CPIIC1, CPIIC2

**Key Terms:** real, imaginary

**Appendices:** Outdoors, Early Childhood

	SHELTER	APPEARANCE	ACTIONS	FOOD	LOCOMOTION
REAL					
IMAGINARY					

7. Talk with the students about their ideas concerning the importance of being able to tell when something is real and something is imaginary. Talk about why that is important to remember when learning about animals and how they live.

**Extensions**

1. Choose an animal in such favorite stories as *Stuart Little*, *Charlotte's Web*, *Wind in the Willow* and *Winnie the Pooh*. Are these real or imaginary? In what ways?

2. Tally the number of animals in familiar stories. For example, how many mammals, birds, reptiles, amphibians, fish or insects can be found in a story? Are there more of some kinds of animals than others? If yes, why might this be?

**Aquatic Extensions**

1. See the Project WILD Aquatic activities, "Mermaids and Manatees" and "Micro Odyssey."
2. Establish categories of aquatic habitats or environments, for example, pond, stream, river, lake, ocean. Do the activity as described above, except classify the aquatic animals according to what aquatic environments they are supposed to live in and then indicate whether the portrayal you find in books is "real" or "imaginary."

**Evaluation**

Identify three things an imaginary animal often does that a real-life animal cannot do.



# What Color is Camouflage?

**Subject:** Science & Language Arts

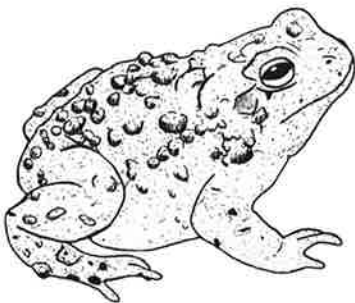
**Objectives:** *Science:* Students will be able to discuss camouflage as an animal adaptation and color a toad to blend in with its environment.

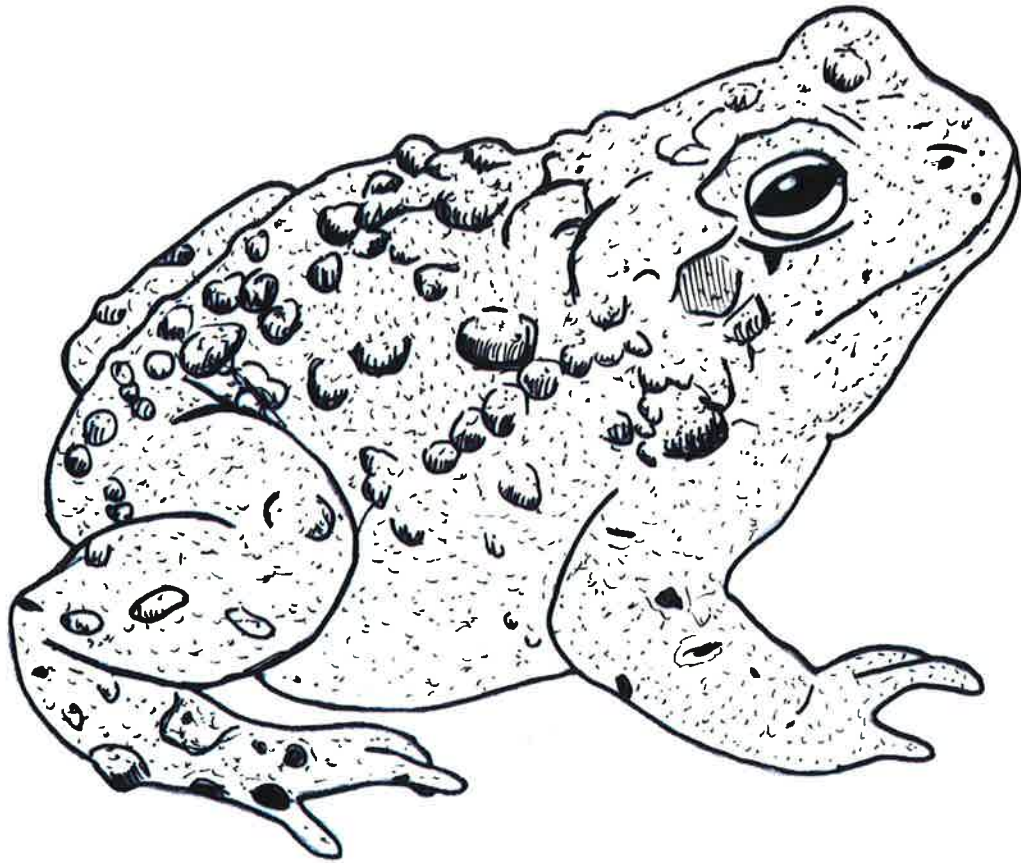
**Materials:**

- coloring supplies
- scissors
- What Color is Camouflage? By Carolyn Otto (optional)
- Wildlife Worksheet* (What Color is Camouflage?)

**Procedure:**

1. Review animal adaptations. Discuss different ways adaptations help animals to survive in the wild. Give examples of animals that use camouflage. Is camouflage helpful to predator or prey or both?
2. Look at the pictures in Wildlife Express. How does camouflage help a western toad? What eats a western toad? What does a western toad eat?
3. Hand out the Wildlife Worksheet (What Color is Camouflage?) Have students color the toad to match something in the classroom or something on the playground. When students are done coloring, instruct them to cut out the toad.
4. Divide the class into two teams. The Toads and the Raccoons (or any other toad predator).
5. If playing in the classroom, Raccoon Team leaves the room while Toads hide their amphibians in a place where they are not likely to be seen but not hidden “in” something. Darken the room to mimic decreased light in a shaded stream area.
6. Allow Raccoons to come in. Ask them to walk “like a raccoon” if you would like! Give 3 minutes to find all the toads.
7. Switch teams around and play again.
8. Discuss successes and difficulties.
9. You can also play a similar game using small colored toy frogs from a party supply store (Dollar Store or Oriental Trading). The same rules apply; the toad must be able to “see” its predator. It cannot be underneath something.





### **What Color is Camouflage?**

Read about how animals use camouflage in nature in this month's Wildlife Express. Color and cut out this toad to be camouflaged in an area assigned (classroom or playground).

Hide your toad. Can the predator spot it?

# Paper Plate Toad Projects

## Project One:

For a fun spring project, have students make a paper plate toad (or frog).

Create the hands and feet in one of two ways. You could have students dip hands and feet in paint and press them onto paper. Or, if that's messier than you would like, have them paint the paper, let it dry and then trace and cut out hands and feet.

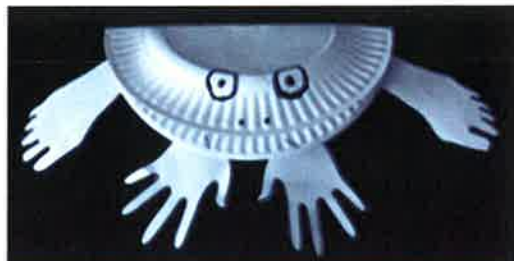
Next, students paint both sides of a paper plate. Let this dry.

When paper is dry, cut out hands and feet.

After the plate dries, fold it in half to make a semi-circle which is the body/head of the toad (or frog).

Attach hands and feet with glue or tape.

Add eyes using a permanent marker or supply google eyes to glue on if you desire. Students should add other characteristics or traits as they see fit. 😊



## Project Two:

Teach Metamorphosis with this activity from The Relaxed Homeschool.com

Materials:

- Three frog-shaped gummies
- White sixlet candies or other round white candies
- White Paper Plate
- Green Craft Paint
- Black Marker
- 1 Tbsp. Vanilla Frosting
- 2 Gummy Worms
- Green Gumball

1. Paint only the rim around the paper plate green. Let it dry.
2. To make the tadpole, cut a gummy worm in half for the tail and stick the gumball on end.
3. To make the froglet (or toadlet), cut the front legs off the gummy frog and stick half of a gummy worm on the back end for a tail.
4. Use a black marker to draw two lines on the white circle of the plate, dividing the plate into fourths.
5. In each plate section, write one word each: EGGS, TADPOLE, FROGLET, FROG. You could use TOADLET and TOAD instead.
6. For each section, use a little frosting to stick the candy pieces.

**Eggs** – Stick a group of the round white candy onto the frosting.

**Tadpole**– Cut a gummy worm in half for the tail and stick the gumball on the end of it.

**Froglet (or Toadlet)** – Cut the front legs off of a gummy frog and stick the other half of the gummy worm on the back end for the tail.

**Frog (or Toad)** – Use the whole gummy frog here!

