



Protecting Southwest Florida's unique natural environment and quality of life ... now and forever.

Reptile Rendezvous Pre and Post-Program Activities

Grade Level: 1-2

Next Generation Sunshine State Standards

- SC.1.L.14.1; SC.1.L.17.1; SC.1.N.1.1
- SC.2.L.17.1; SC.2.L.17.2; SC.2.N.1.1

Program Overview

Reptiles Rock! Meet live reptiles up close and investigate what makes reptiles so unique. Uncover how reptiles have survived for millions of years and their importance in our local ecosystems and beyond.

Learning Objectives Students will be able to:

1. Recognize that all living things need the basic necessities of air, water, food, and space.
2. Raise questions about the natural world through investigation, and generate appropriate explanations based on those explorations.
3. Understand that reptiles have different traits or features, which allow them to survive in a particular habitat.

1495 Smith Preserve Way | Naples, Florida 34102 | 239.262.0304 | Fax 239.262.0672 | www.conservancy.org



Conservancy of Southwest Florida has been awarded Charity Navigator's prestigious 4-Star top rating for good governance, sound fiscal management and commitment to accountability and transparency. Charity Navigator is America's largest and most respected independent evaluator of charities.

Pre-Program Activity 1: Exploring Reptiles

Duration of Activity: 1 hour

Materials: worksheet (see below), coloring utensils (crayons, markers), glue sticks

Background: There are five animal groups- mammals, birds, insects, reptiles and amphibians. We are focusing on reptiles. What separates reptiles from mammals is that they lay eggs, are cold blooded, and they have dry, scaly skin.

Follow the link to Kid Zone; All About Reptiles

<http://www.kidzone.ws/animals/reptiles1.htm>

- As a class, explore the reptile characteristics on the website
- Discuss a few examples of reptiles (turtles, alligator, snakes and lizards).
- Discuss the different environments reptiles can be found in. For example, lizards and snakes can be found on land while turtles and alligators live mostly in water.
- Then show the picture videos of the different reptiles [provided are videos of turtles/tortoises, snakes and chameleons (lizards)].
 - Turtle/tortoise- <http://www.kidzone.ws/animal-facts/turtles/photos.htm> (52 secs)
 - Snakes- <http://www.kidzone.ws/lw/snakes/photos.htm> (58 secs)
 - Chameleons (lizards)- <http://www.kidzone.ws/animal-facts/chameleons/photos.htm> (51secs)
- Discuss the videos and any similarities between the animals shown and observations of the three types of reptiles shown. Questions for discussion:
 - Do the reptiles who live in water (alligators and turtles) still breathe air? *Yes!*
 - What did their skin look like? *Dry/scaly (only amphibians have wet, slimy skin)*
 - Have you ever seen these animals sitting in the sun? Why would they do that? *To warm up! They are cold blooded*
 - Do you think these animals lay eggs? *Yes!*
 - What makes reptiles different from mammals like you and I? *Lay eggs, cold-blooded, dry/scaly skin, no hair*
 - What do they eat? *Some are carnivores, herbivores, or omnivores*

Directions:

1. Based on the reptile discussion, have students color, then cut out and glue the reptiles and mammals onto their appropriate category on the worksheet.
2. Remember what we learned about reptiles- they have dry, scaly skin, lay eggs and are cold blooded.
3. When they are finished gluing, go over each animal, which category they belong to and why.

Worksheet (see following page):

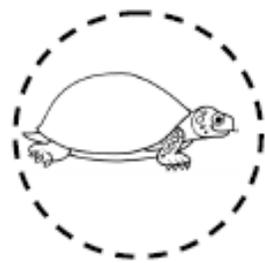
<http://www.tlsbooks.com/pdf/mammalsandreptilescutandpaste.pdf>

Mammals and Reptiles Cut and Paste

Mammals

Reptiles

Cut out the mammals and reptiles then paste them under the appropriate heading.



Pre-Program Activity 2: Reptile Matching

Duration of Activity: 1 hour

Materials: worksheets (provided) and coloring utensils

Directions:

Have students complete the reptile worksheet by matching the name of each reptile to its picture. Next, have them color each one. On the back, have students write down as many of each type of reptile as they can!

Examples:

Snakes: *native to Florida*= black racer, ribbon, garter, red rat, yellow rat, indigo, king, cottonmouth/water moccasin, Eastern diamondback rattlesnake, coral, brown banded water, green tree. *Non-native*= all boa constrictors, all pythons (Burmese, ball), black mamba, king cobra, anacondas

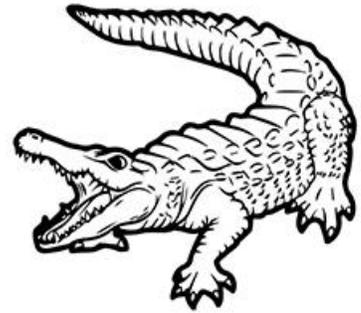
Turtles: *tortoises live on land, while turtles live in water.* Gopher tortoise, peninsula cooter, chicken turtle, yellow-bellied slider, red-eared slider, mud turtle, alligator-snapping turtle, softshell turtle, green sea turtle, loggerhead sea turtle, leatherback sea turtle, hawksbill sea turtle, Kemp's ridley sea turtle, olive ridley sea turtle, flatback sea turtle

Lizards: *native to Florida*= reef gecko, scrub lizard, 6-lined skink, green anole, eastern glass lizard (legless lizard). *Non-native*= all other geckos, green iguana, brown anole, bearded dragon, komodo dragon, chameleon, Cuban night anole, curly tailed lizard, basilisk lizard, Nile monitor, Argentine tegu

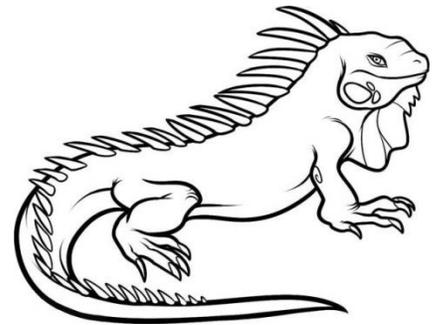
Crocodylians: American alligator, Chinese alligator, saltwater crocodile, caiman

Color the reptiles and match the reptile name to the picture:

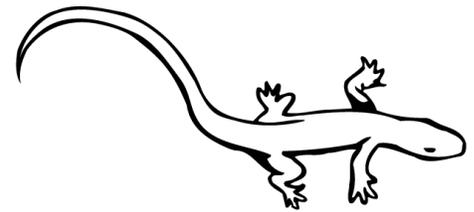
Snake



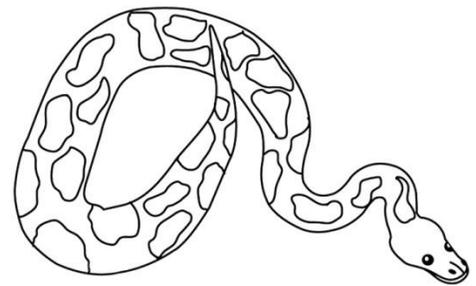
Iguana



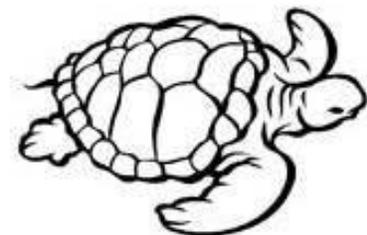
Turtle



Lizard



Alligator



Post-Program Activity 1: Home for a Reptile

Duration of Activity: 1 hour

Materials: animal pictures (see below), coloring utensils, example pictures of animals in their different habitats

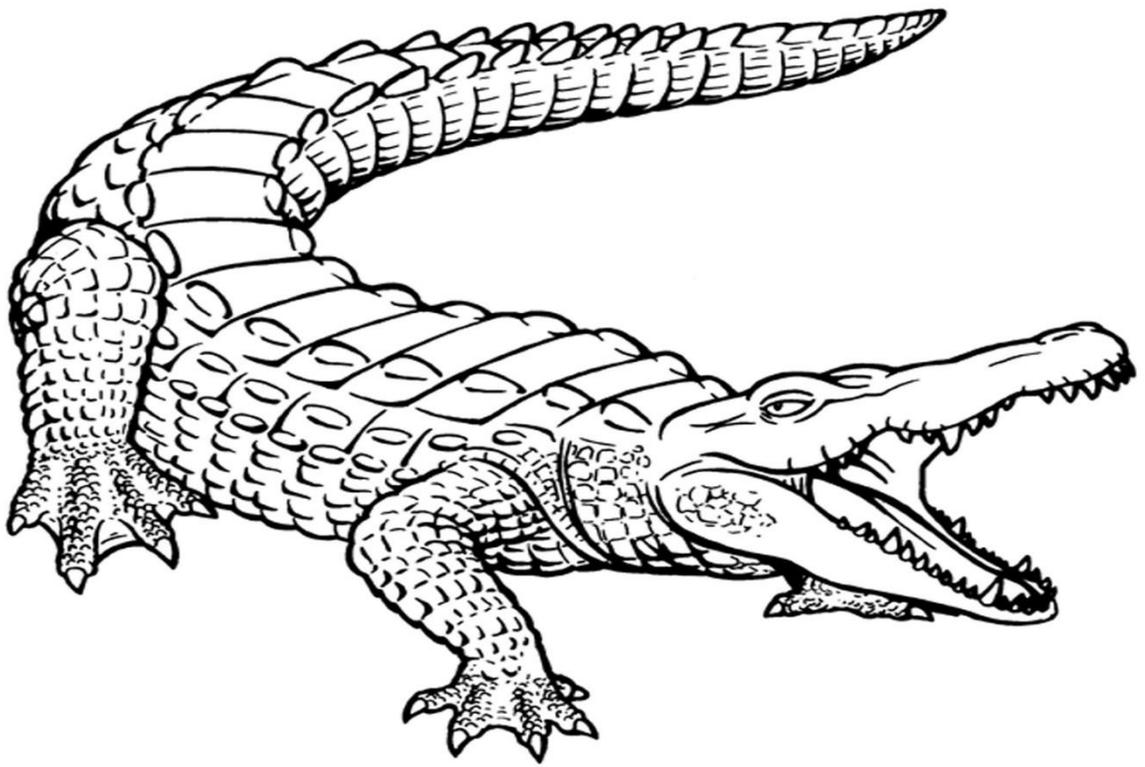
Background:

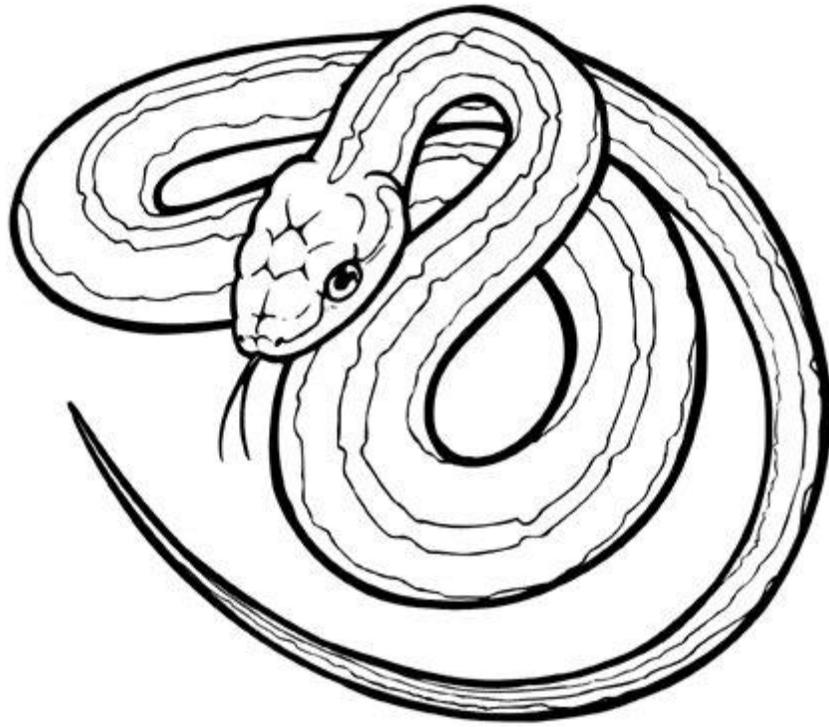
Reptiles are a class of vertebrates (animals with backbones) with certain characteristics or traits. They are all **cold-blooded**, have **dry skin that is covered in scales**, and females **lay eggs** on land. There are four major groups of reptiles: turtles, snakes, lizards and crocodilians. Reptiles are found in various habitats around the world. Explain to the students that the place an animal lives is called its habitat. This is the place where the animal finds all of the food it needs, all of the water it needs, and a home to live in.

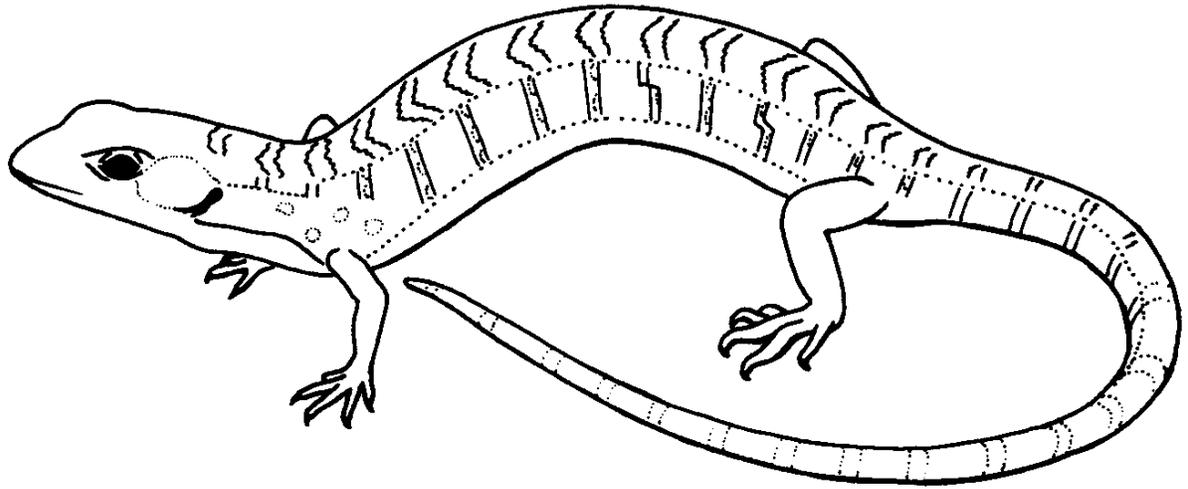
Directions:

Students will draw habitats for reptiles. Each student will receive four pictures of reptiles (one each of the four major groups of reptiles). Have the students color the reptile then fill in the page with a drawing of the **habitat** where each animal lives. Encourage the students to be creative, yet realistic. For example, some lizards can live in a desert habitat while others are found in the rainforest. Have students include a food and water source for their animal in their habitat drawing. If students need guidance, show them pictures or posters of reptiles in their various habitats. Open the class up to a discussion about the different kinds of reptiles they know about. Steer the discussion towards where these animals might live and why.









Post-Program Activity 2: Create your own Reptile!

Duration of Activity: 30 minutes

Materials: paper, drawing/coloring utensils

Directions:

1. Engage students' imaginations! Have them think about different kinds of reptiles (snakes, alligators, turtles and lizards) and some of their characteristics (write a list of characteristics on board):
 - spines, sharp teeth, claws, camouflage, venom, can climb trees/walls, stripes/patterns, shell, etc.
2. Encourage students to be as creative as they want and create (draw) their own reptile! It will likely be imaginary and could have ALL or just a few of the above characteristics. Have students write the name of their new creature on their drawing. *Example: if student creates an alligator/dinosaur, they could name it "Allisaurus"*

Have fun with it!