

# ALL ABOUT REPTILES!

## REPTILES

### REPTILE ADJECTIVES

Directions: An adjective is a describing word. Fill in the blank with an adjective that describes the physical traits about reptiles.

A REPTILE HAS...

- \_\_\_\_\_ skin
- a \_\_\_\_\_ shell
- \_\_\_\_\_ scales
- \_\_\_\_\_ teeth
- a \_\_\_\_\_ tail
- \_\_\_\_\_ vision
- \_\_\_\_\_ jaws
- \_\_\_\_\_ claws

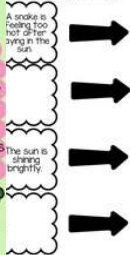
## REPTILES

### TYPES OF REPTILES



## REPTILES

### CAUSE AND EFFECT



## REPTILES

### LESSON PLAN

Day One: Types of Reptiles  
Objective: The students will be able to identify examples of reptiles.

### LESSON PLAN: DAY ONE

Introduction (5 minutes):

The teacher will tell the students that this week's unit will be all about reptiles. Ask students what they already know about reptiles and if they already know examples with the students - snakes, crocodiles, lizards, etc.

Explain that reptiles have a few main characteristics. They are vertebrates, which means they have a backbone. They are also cold-blooded, so only animals that lay eggs and breathe using lungs.



## REPTILES

### COLD-BLOODED REPTILES

1. What does it mean if an animal is cold-blooded?
2. How do cold-blooded animals keep warm in cold temperatures?
3. How do cold-blooded animals keep cool in the heat?
4. Do cold-blooded animals usually live in the arctic? Why or why not?

## REPTILES

### MAIN IDEA AND KEY DETAILS

Where do reptiles live?

**MAIN IDEA** → Reptiles live in many different habitats all around the world.

**Detail #1** → \_\_\_\_\_

**Detail #2** → \_\_\_\_\_

**Detail #3** → \_\_\_\_\_

## REPTILES

### LESSON PLAN

Week at a Glance:

- Day One: Introduction & Types of Reptiles
- Day Two: Habitats
- Day Three: Body



# A COMPREHENSIVE FIVE DAY UNIT ALL ABOUT REPTILES!

Includes lesson plans, graphic organizers, craft ideas, projects, comprehension questions and more!

FROM YOUR FRIENDS AT

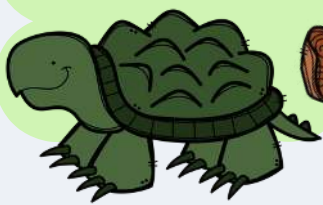


# REPTILES

## LESSON PLAN

### Week at a Glance:

- \*Day One: Introduction & Types of Reptiles
- \*Day Two: Habitats
- \*Day Three: Body Covering
- \*Day Four: Cold-Blooded
- \*Day Five: Reproduction



# REPTILES

## LESSON PLAN

Day One: Types of Reptiles

Objective: The students will be able to identify examples of reptiles.



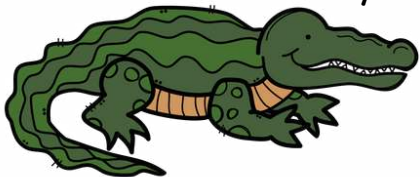
## LESSON PLAN: DAY ONE

Introduction (5 minutes):

\*The teacher will tell the students that this week's unit will be all about reptiles. Ask students what they already know about reptiles and if they know any examples of reptiles. Share a few examples with the students - snakes, crocodiles, lizards, etc.

\*Explain that reptiles have a few main characteristics. They are vertebrates, which means they have a backbone.

They are also cold-blooded, scaly animals that lay eggs and breathe using lungs.



# REPTILES

## Lesson (15 minutes):

\*Show the video - "All About Reptiles: What Makes it a Reptile?"

<https://www.youtube.com/watch?v=19CsBSPR14c>

\*Show students the "Types of Reptiles" page attached below and discuss with students various other types of reptiles. Ask if they can name any more.

\*The teacher will lead the students in completing the "Vocabulary Square" activity sheet on the word "reptile".

## Independent Work (15 minutes)

\*The students will complete the "Reptiles or Not?" activity sheet attached below. Students will cut out each picture and glue under the reptiles or not reptiles categories. Review with students when completed.

## Closing (5 minutes)

\*Give students a sticky note. Have them write one question they have about reptiles.

# REPTILES

## TYPES OF REPTILES



Turtles & Tortoises



**SNAKES**



**GILA  
MONSTER**



Chameleons  
& Lizards



Alligators & Crocodiles

# REPTILES

## VOCABULARY SQUARE

Word:

reptile

Definition:

Sentence:

Picture:



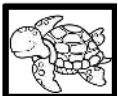
# REPTILES

## REPTILES OR NOT?

Directions: Cut out each animal and glue in to the correct category.

**REPTILE**

**NOT A REPTILE**



# REPTILES

## LESSON PLAN



### Day Two: Reptile Habitats

Objective: The students will be able to describe where reptiles live.



## LESSON PLAN: DAY TWO

### Introduction (5 minutes):

\*The teacher will explain that today's lesson will be on reptile habitats. Ask students what the word "habitat" means. Discuss that a habitat is where an animal lives. Explain that reptiles live in many different habitats.

\*Tell students that reptiles live in the desert, rainforest, ocean, swamps and marshes. Ask students why they think reptiles are able to live in so many different types of habitats. .



# REPTILES

## Lesson (15 minutes):

\*The teacher will read "There Are Reptiles Everywhere." Make sure to go through each habitat and discuss reptiles that live there and what they need in their habitat to survive.

\*Review what a main idea is - what something is mostly about. Ask the students what the main idea of today's lesson was (reptile habitats). Then, review what key details are - important information that supports the main idea.

\*The students will complete the "Main Idea and Key Details" activity worksheet attached. The main idea is that reptiles live in many different habitats around the world. The students will write three key details that support the main idea.

## Independent Work (10 minutes)

\*Complete the "Habitat Unscramble" activity worksheet. Each word is associated with a reptile habitat. Review with students when completed.

## Closing (5 minutes)

\*Ask students if they could live in any reptile habitat, where would they choose? Why?

# REPTILES

## MAIN IDEA AND KEY DETAILS

Where do reptiles live?

**MAIN IDEA** →

Reptiles live in many different habitats all around the world.

Detail #1 →

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Detail #2 →

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Detail #3 →

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# REPTILES

## HABITAT UNSCRAMBLE

Directions: Unscramble each word associated with various habitats for reptiles

D S E R E T



S A W M P

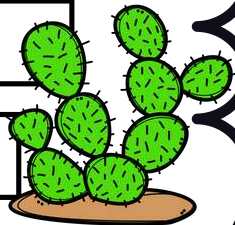
L N D A S W T E

T R P I A C L O

M S A R H

O E A C N

W T A E R



# REPTILES

## LESSON PLAN

Day Three: Body Covering

Objective: The students will be able to describe the body covering of a reptile.

## LESSON PLAN: DAY THREE

Introduction (5 minutes):

\*Tell the students that today's lesson is all about reptiles and what they look like. Ask students what physical characteristics they notice about reptiles. Do they have similar physical features?

\*Explain to students that a body covering is what an animal uses to protect itself from weather, predators, and other dangers. For example, birds are covered with feathers & mammals are covered with fur.

\*Reptiles usually have tough, dry skin, scales, shells, or bumpy, spiky skin.



# REPTILES

## Lesson (15 minutes):

\*Show the students different pictures of reptiles. Ask students to identify what their body covering is - shell, scales, bumpy skin, etc.

\*Show students the "Interesting Facts About Reptiles" video - <https://www.youtube.com/watch?v=6B0apT6VZKk>

\*Discuss with the students that some reptiles, like snakes, shed their skin to grow new skin. Some reptiles, like lizards or chameleons, can camouflage, or change their color, to blend in with their environment. A reptile's body covering is also used to protect themselves from predators and survive in different environments!

\*The students will complete the "Vocabulary Match Up" activity sheet with a partner or in small groups.

## Independent Work (10 minutes)

\*Before completing the "Reptile Adjectives" independent work, make sure to review that adjectives are describing words. The students will use adjectives to describe physical features of a reptile. Many different adjectives can fit in the blank. Be creative!

## Closing (5 minutes)

\*Review the "Reptile Adjectives" activity sheet with the students and discuss other adjectives that they would use to describe reptiles.

# REPTILES

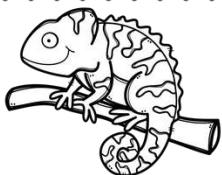
## VOCABULARY MATCH UP



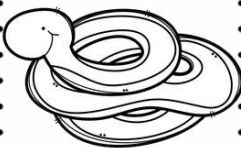
scales



shell



camouflage



shed

a hard outer covering that protects animals like turtles

when reptiles get rid of old skin to grow new skin

small, hard bumpy pieces on a reptile's skin

when a reptile blends in with its environment

# REPTILES

## REPTILE ADJECTIVES

Directions: An adjective is a describing word. Fill in the blank with an adjective that describes the physical traits about a reptile.

**A REPTILE HAS...**

\_\_\_\_\_ skin

a \_\_\_\_\_ shell

\_\_\_\_\_ scales

\_\_\_\_\_ teeth

a \_\_\_\_\_ tail

\_\_\_\_\_ vision

\_\_\_\_\_ jaws

\_\_\_\_\_ claws

# REPTILES

## LESSON PLAN

### Day Four: Cold-Blooded

Objective: The students will be able to identify reptiles as cold-blooded and define what cold-blooded means.

## LESSON PLAN: DAY FOUR

### Introduction (5 minutes):

\*Explain that today's lesson is going to focus more on the meaning of cold-blooded. Explain to students that cold-blooded doesn't actually mean that an animal's blood is cold! It means that its body temperature changes! For example, if a snake is in the desert in 90 degree weather, their body temperature will change to 90 degrees. If a turtle is in 50 degree ocean waters, their body temperature will change to 50 degrees.

\*Ask students to make a prediction. What do you think reptiles do when their surroundings are either extremely hot or extremely cold?



# REPTILES

## Lesson (15 minutes):

\*The teacher will read "Everything Reptiles" from National Geographic Kids. Make sure to tell students to observe reptiles basking in the sun to warm up or burrowing in a hole to stay warm.

\*Explain that reptiles may also become inactive, called brumation, if their surroundings are very cold for a long period of time. They aren't completely asleep like hibernation, but they are able to save energy and protect themselves from the cold.

\*Review cause and effect. Complete the "Cause and Effect" activity sheet below with the students.

## Independent Work (10 minutes)

\*Students will complete the "Cold-Blooded Reptiles" comprehension questions attached below.

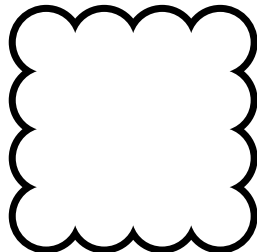
## Closing (5 minutes)

\*Review the answers to the quick check with students when completed.

# REPTILES

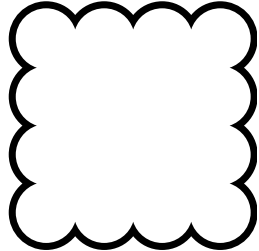
## CAUSE AND EFFECT

A snake is feeling too hot after laying in the sun.



A reptile becomes inactive to save energy.

The sun is shining brightly.



A lizard basks in the sun.



# REPTILES

## COLD-BLOODED REPTILES

1. What does it mean if an animal is cold-blooded?

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2. How do cold-blooded animals keep warm in cold temperatures?

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3. How do cold-blooded animals keep cool in the heat?

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4. Do cold-blooded animals usually live in the arctic? Why or why not?

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# REPTILES

## LESSON PLAN

Day Five: Reproduction

Objective: The students will be able to explain that reptiles lay eggs.

## LESSON PLAN: DAY FIVE

Introduction (5 minutes):

\*Explain that today's lesson is about how reptiles reproduce. Ask students to stand up if they think reptiles lay eggs. Ask students to stay seated if they think reptiles give birth to live animals.

\*Tell students that reptiles lay eggs. There are some exceptions, like the garter snake or boa constrictor, but most reptiles lay eggs.

\*Explain that reptiles also usually have hard or leathery eggs and they typically lay their eggs in a nest.

# REPTILES

## Lesson (15 minutes):

\*The teacher will show the video, "Sea Turtle Life Cycle".

<https://www.youtube.com/watch?v=-zsymWRHEKU>

\*Discuss the life cycle of a sea turtle and explain that this life cycle is very similar to other life cycles of reptiles.

\*Complete the "Life Cycle of a Sea Turtle" activity sheet below with the students and discuss what happens in each stage and why it is important.

## Independent Work (15 minutes)

\*The students will make a comic strip by creating a story of the journey of a reptile of their choice from egg to adult. Draw pictures of each "scene" in each box and write what the animal is saying or what is happening in the word bubbles.

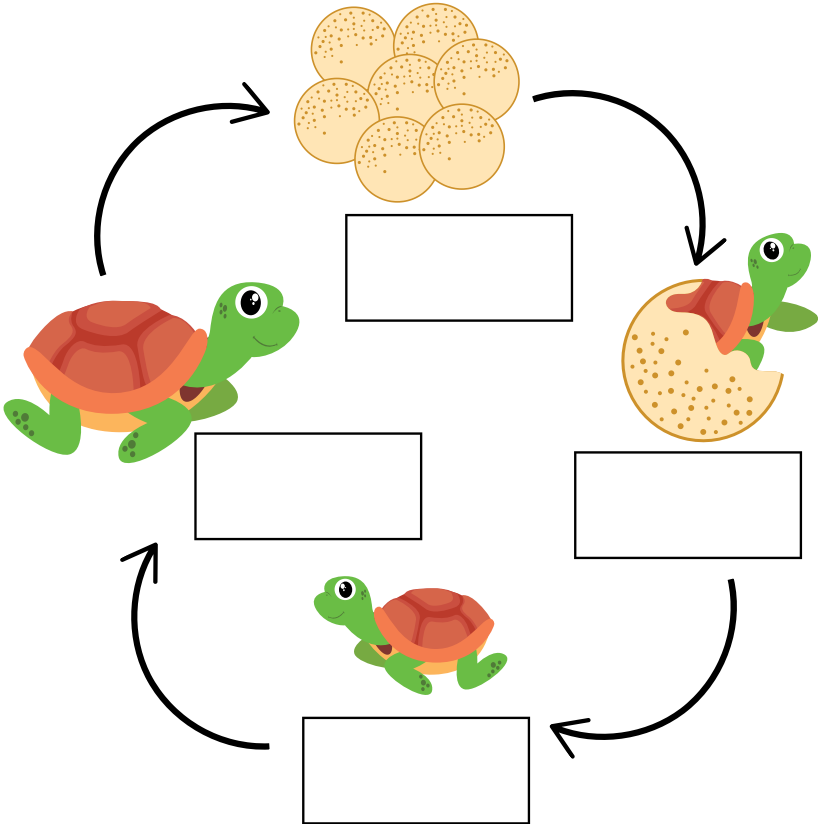
## Closing (5 minutes)

\*The students will share their comic strips with the class and also tell the class what their favorite part of learning about reptiles was.

# REPTILES

## LIFE CYCLE OF A SEA TURTLE

Directions: Use the words below to label the stages of the life cycle of a sea turtle.



\*juvenile \*adult \*hatchling \*egg

# REPTILES

## REPTILE COMIC STRIP

Directions: Create a story using the comic strip of a specific reptile laying an egg and their life cycle.

