

Reptiles and Amphibians - 1.5hr

This program, held exclusively indoors, highlights the characteristics of amphibians and reptiles. After first discussing how these two groups are similar and then how they are unique, the students are given the chance to see and touch examples of these animal groups.

Before you go

Inform students that they will be visiting Carpenter Nature Center to learn about the different how reptiles and amphibians are not only different, but also how they are similar. Inform the kids that the only time they will be outside is when they are transitioning from activities.

While you are here

As a group we will introduce the topic but then split into two groups to learn more in depth about reptiles and amphibians.

0:00-0:30 Introduction—identifying and sorting different living and nonliving parts of nature and discussing the differences between reptiles and amphibians

0:30-1:00 Activity 1

1:00-1:30 Activity 2

At the end the groups will come back together to discuss the similarities between reptiles and amphibians

After you leave

Create a variety of graphs as a class to review the similarities and differences of reptiles and amphibians.

Minnesota Standards

Carpenter Nature Center supplements standards by participating in benchmark activities. Listed below are benchmarks that students will participate in but not necessarily master.

Kindergarten:

Code	Benchmark
0.4.1.1.1	Observe and compare plants and animals
0.4.1.1.2	Identify the external parts of a variety of plants and animals, including humans

First Grade:

Code	Benchmark
1.1.1.1.1	When asked “How do you know?” students support their answer with observations
1.4.1.1.1	Describe and sort animals into groups in many ways, according to their physical characteristics and behaviors
1.4.3.1.1	Demonstrate an understanding that animals pass through life cycles that include a beginning, development into adults, reproduction, and eventually death
1.4.3.1.2	Recognize that animals pass through the same life cycle stages as their parents



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