

# Reptile Rally Outreach Information and Activities

## Information covered in the outreach:

- Reptile characteristics
- Diversity of reptile species
- Reptile encounter

## Standards by grade level:

**Kindergarten:** SC00-S1C1-01; SC00-S1C1-02; SC00-S1C2-01; SC00-S1C4-01; W00-S1C1-01; W00-S1C1-02; W00-S1C2-01; W00-S1C1-02; W00-S3C1-02; R00-S1C2-01; R00-S1C2-02; S00-S4C3-01; S00-S1C2-02

**1<sup>st</sup> grade:** SC01-S1C1-01; SC01-S1C1-02; SC01-S1C2-01; SC01-S4C1-02; SC01-S4C1-03; W01-S1C1-03; W01-S1C1-01; W01-S3C1-02; R01-S1C2-02; S01-S1C2-02; S01-S1C2-03; S01-S1C2-04; S01-S1C4-01

**2<sup>nd</sup> grade:** SC02-S1C2-01; SC02-S1C2-01; W02-S1C1-01; W02-S3C1-02; R02-S1C2-01; S02-S1C2-02; S02-S1C2-03; S02-S1C2-04; S02-S1C3-01; S02-S1C2-02

**3<sup>rd</sup> grade:** SC03-S1C1-03; SC03-S4C3-03; W03-S1C1-01; W03-S1C1-04; W03-S2C1-02; W03-S3C2-01; W03-S3C2-03; S03-S1C2-05; S03-S1C3-01; S03-S4C4-01

**4<sup>th</sup> grade:** SC04-S1C2-01; SC04-S4C1-02; W04-S1C1-01; W04-S1C1-04; W04-S3C1-02; W04-S2C4-03; W04-S3C2-01; W04-S3C2-03; W04-S3C3-01; S04-S1C2-05; S04-S1C3-04; S04-S4C4-02

## Pre Outreach Project

As a class or as individuals, create a KWL chart. A KWL chart has three columns. One is labeled “What I know.” The second is labeled “What I want to know” and the third is labeled “What I learned.” Have the students fill in the first two columns before the outreach. Fill in the last column after the outreach.

## Post Outreach Projects

### Kindergarten and 1<sup>st</sup>

**Art:** As a class, create a list of different kinds of reptiles. Have each student pick one or two reptiles to draw and color on their own paper. Remind them about reptile characteristics i.e. scales, teeth/beak, lay eggs, etc. After the students are done, have each student share what reptile they drew.

**Poetry:** As a class, create a list of different types of reptiles and words associated with reptiles. As a class, create a rhyming poem about reptiles.

## 2<sup>nd</sup> through 4<sup>th</sup> grade

**Poetry:** As a class, create a list of words that are associated with reptiles. Either as a class or as individuals create a poem using the words from the list the students created.

**Haiku:** A haiku is a poem that has three lines, 5 syllables in the first and third line, and seven syllables in the second line. The poem does not need to rhyme.

Example: All reptiles have scales  
Some reptiles slither along  
Most reptiles lay eggs

**Acrostic:** An acrostic poem uses a topic word to form the first letter of each line of the poem.

Example: **S**lithery  
**N**o-legs  
**A**lways alert  
**K**ing over rodents  
**E**ating machine

**Cinquain:** A cinquain poem is a five lined poem. The first line is a noun and should be the topic of the poem. The second line is two adjectives that describes the title. The third line is three verbs that tell what the noun in line one does. Separate each verb with a comma. Line four is a short phrase or series of words that expresses a feeling about the topic. Line five is one word that is a synonym for the subject.

Example: Turtle  
Slow, shelled  
Hiding, walking, eating  
Rough and Tough  
Reptile

For grades 3<sup>rd</sup> through 4<sup>th</sup>, have the students use larger words. For example, instead of using the word cold-blooded, use the word ectothermic.

### **Would you like to be ectothermic (cold-blooded)?**

Brainstorm with students about what it would be like to be ectothermic. What would they do if they got too cold? What would they do if they got too hot?

Conduct the experiment below to examine the different temperature gradients a reptile might experience during a 30 minute period.

Materials needed: 2 Thermometers  
2 plastic cups  
Water  
Data recording sheet

Experiment instructions:

Fill each cup  $\frac{3}{4}$  full with water. Place a thermometer in each cup. Record the initial temperature. Place the cups of water outside; one cup in the shade and one cup in full sunlight. Every ten minutes, record the water temperature of each glass on the data sheet. After 30 minutes, calculate and record the change in temperature for each glass. Using a different color marker for each cup, create a line graph showing the change in temperature over time. Have the students discuss what

they think will happen if they put the cups of water in different locations, example: sand vs. grass, or pavement vs. dirt. Have older students write up a mini scientific paper on what their hypothesis was, how they conducted the experiment, and their results.