

Title: Get to Know Your Neighbors!

What do YOU know about your reptile and amphibian neighbors?

Ages: K-adult – tweak accordingly*

Duration: 2-4 hours



Outcomes:

- Students will work cooperatively in pairs or groups of three
- Students will find what they already know about native reptiles and amphibians
- Students will research their native reptile or amphibian of choice using a variety of resources
- Students will share what they confirmed they knew and also what new things they learned about their chosen reptile or amphibian
- Students will make 'Did you know...' posters for their reptile or amphibian to be hung around the school to educate their community

Materials:

- List of native reptiles and amphibians to refer to
- White board
- Resources for the students to research their animals. These can include but are not limited to magazines, educational material from Fish and Game, websites or pages printed from websites, books, encyclopedias and newspapers
- Art supplies including but not limited to poster paper, markers, scissors, glue, etc.



Preparation:

- Become familiar with what reptiles and amphibians are native to your state
- Have a list of those reptiles
- Have research material ready
- Know how you are going to pair your class as well as how they will get their reptiles or amphibians to research
- Have the definition of 'reptile' and 'amphibian' on hand

Procedures:

- Ask the class what constitutes a reptile or amphibian. Write down what they know. Have the definitions at hand to share with them
- You can start off a few different ways, either going over a list of NH reptiles and amphibians or some of the better known ones (a great list can be found at http://www.wildlife.state.nh.us/Wildlife/Nongame/RAARP/NH_herp_list.htm for NH and http://pearl.maine.edu/windows/biodiversity/amphibians_checklist.htm for Maine) or by having the students brainstorm reptiles and amphibians that they know live in your state.
- Once you have a list of reptiles and amphibians on the board let the students know that they are going to work together to find out what they already

know about their chosen reptile or amphibian and then do research to find out more. How you wish to assign the reptiles is up to you. If you wish to allow the students to pick the reptile or amphibian they are most interested in, you may have a few partners or groups of three researching the same animal. This isn't a problem, it can provide some interesting comparisons on the information that is found. Assign reptile or amphibian and partners or groups of three as you normally do in your classroom.

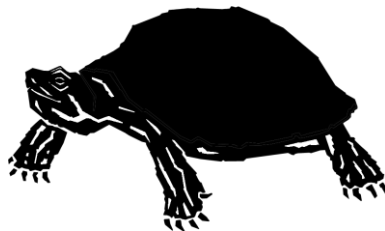
- The beginning stage of this is for the students to brainstorm together to figure out what they already know about their animal. They may be surprised with how much they know. Allow them to do this, writing down what they know, or drawing it (see *). Be sure that they keep this paper because they are going to compare it to what they find out and share this with the class later.
- Once the groups have exhausted their brainstorming of already known facts, allow them to start their research. Allow them a full lesson block to do research as well.
- Have the students then put their findings into a "Did you know?" informational poster to be hung around the school to help educate the community on their reptile.
- Have the students share their finished posters with the class before hanging. Ask what the most surprising fact was that they learned. Was there anything new that they learned?

Assessment:

- Watch your students to make sure they are all actively involved
- Ask them questions about their progress. Are they finding anything they didn't know before? Are they surprised at how much they already knew? What do they think is important to tell others about this reptile?

Extensions:

- Play a True or False trivia game with all of the facts that they students have found. Break the class into 2 or 3 teams.
- Write poems about the reptiles and amphibians and pair them with pictures that the students have drawn or painted
- Ask the students what they think they can do to help these reptiles and amphibians



- For K-2, the writing of what they know can be simply drawing pictures. For older students more in-depth writing can be applied