**Wartburg College Lesson Plan Outline**

<table>
<thead>
<tr>
<th>Candidate:</th>
<th>Claire Schroeder</th>
<th>Date:</th>
<th>07-13-18</th>
<th>Subject(s):</th>
<th>Reptiles/Amphibians</th>
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<tbody>
<tr>
<td>School:</td>
<td></td>
<td>Grade Level:</td>
<td>3-5</td>
<td>Student #:</td>
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**Cooperating Teacher:**

**Lesson Title:**  
Reptile and Amphibian Characteristic’s

**Standard(s):**  
3–LS3–1 - Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

**NGSS:**  
3–LS3–2. Use evidence to support the explanation that traits can be influenced by the environment.

**Objective (cognitive):**  
After this lesson, students will be able to describe reptiles/amphibians traits/characteristics with 80% accuracy.

**(affective):**  
After this science lesson, students will be able to tell which animals are amphibians/reptiles when they see them.

**(psychomotor):**  
After this lesson, students will be able to go to zoos and pet stores and know which traits make an animal a reptile or amphibian.

**Materials & Supplies LISTED:**

- Lined paper
- Poster paper
- Markers
- Pens
- Venn diagrams

**Anticipatory Set/ Enticement (Pre-reading & Prerequisite Skills) (5 min.):**

- Students will have two minutes to come up with a list of amphibians and reptiles. They will then get with a partner and go over their lists and add/remove things to their lists.

**Modeling/ Explanation (I can) (15 min.):**
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- I will have 2 pieces of poster paper on the board – one labeled amphibians and the other reptiles. We will begin a list of characteristics/traits for each animal. I will start by listing and explaining the different characteristics then will have students give their ideas. Students will be taking their own notes as we go.

**Guided Practice/ Engagement & Exploration (We can) (7 min.):**
- After listing and explaining the characteristics of amphibians and reptiles students will get back with their partners and edit their lists again. We will then come back together as a class and each group will list one animal from each list and explain why that animal is a reptile or amphibian. If students are confused, we will go back over the differences.

**Independent Practice/ Elaboration (You can) (10 min.):**
- Students will pick one animal of their choice. They will say if it is a reptile or amphibian and then list its characteristics/traits and draw/color a simple picture of the animal. Students will turn these in when finished.

**Closure (5 min.):**
- We will go around the class and each student will name one amphibian or reptile with no repeats.

**Assessment/ Evaluation (7 min.)**
- Students will fill out a Venn diagram over reptiles and amphibians.

**Enrichment/ Extension**
- Students can do two animals instead of one in their independent practice.

**Modification/ Differentiation:**
- Students that are struggling can have some parts of their Venn diagram already filled in for them.
- Students who are beyond this point can further their learning by finding a book about a reptile or amphibian and write a short paragraph about what they learned.

**Resources:**
- [www.iowacore.gov](http://www.iowacore.gov)
- [https://www.nextgenscience.org](https://www.nextgenscience.org)
- [www.study.com](http://www.study.com)
- [www.bing.com](http://www.bing.com)
Examples of posters:

**REPTILES**
- have scales, not fur.
  - have dry skin.
- usually lay eggs,
  - sometimes live young
- ear holes instead of ears.
- 4 legs or no legs
- Cold-blooded.

**AMPHIBIANS**
- live on land & in water.
- Cold-blooded.
- lay eggs.
- moist skin.
- webbed feet.
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Name: _____________________________

Reptile  Both  Amphibian