

# All About Animals: Amphibians, Revised

## Synopsis

Through clear narration, catchy songs, and colorful, detailed film footage we learn about the characteristics of amphibians (smooth, wet skin, gills, lungs, a backbone, etc.) with emphasis on their amazing transition from water to land, as the vocabulary words used to describe them (eggs, legs, water, land, etc.) appear on the screen. We observe the hatching eggs, and the tadpoles swimming in the water, eating plants. The process of metamorphosis unfolds as they develop legs, which they eventually use to crawl or hop on land where they find insects to eat. Narration and song reinforce each other as the concepts are reviewed and the vocabulary words are repeated. As the song tells us, these creatures do indeed live in “two very, very different worlds.”

## Questions to ask before viewing

1. How do human beings breathe? How do fish breathe?
2. Can you name any animals that live both in water and on land?
3. Have you ever had a frog or a salamander for a pet? How did you take care of it?

4. Where is your backbone? Why do we have backbones? Can you name some animals that have backbones? Can you name any that do not have a backbone?

## Questions to ask after viewing

1. What kind of skin does an amphibian have? (moist and smooth, or bumpy)
2. How are amphibians born? (They hatch from eggs.)
3. Where do they live right after they hatch? (in the water)
4. How do they breathe at this time? (with gills) How do they move around? (They swim with their tails.)
5. What do amphibians need to grow before they can live on land? (lungs, legs) How do they move around on land? (walk, crawl, hop)
6. What does it mean when the song says that amphibians live in “two very, very different worlds”? (land and water)
7. If possible, the teacher may bring in a live amphibian for the students to see. Introduce and demonstrate the term “observation,” and, if appropriate, “metamorphosis.”
8. The students may draw pictures of or make up and act out stories about specific amphibians using vocabulary words from the program. They may invent imaginary amphibians with the characteristics they have learned about.

9. The teacher may write each of the vocabulary words on cards or slips of paper to put into a bowl or basket (eggs, legs, gills, lungs, walk, swim, tail, water, land). The students will take out a word and use it in a sentence (OR find a rhyme for it, or a word that begins or ends with the same sound, etc.).
10. Encourage students to observe independently. Where and what kind of amphibians might you find near where you live? (Answers will vary.)

## Annotation

This colorful film combines science and language arts as we learn about the characteristics of amphibians and the words used to describe them. With emphasis on their amazing transition from water to land, amphibians are shown and defined as the vocabulary words used appear on the screen. While a clever song tells us what is happening, we observe the hatching eggs, the tadpoles, and the process of metamorphosis. Before our eyes, the tadpoles develop lungs and legs and venture out onto the land. As the song tells us, these creatures live in “two very, very different worlds.”

## Length

10 Minutes

## Subject Areas

Science, Language Arts

## Audience Level

Grades K-3

## Catalog Number

#2885-EN-VID

## Related titles in the AIMS collection

#2888-EN-VID Birds

#2887-EN-VID Fish

#2884-EN-VID Mammals

#2886-EN-VID Reptiles

#2546-EN-VID Nina's Strange Adventure

#2548-EN-VID A Jungle for Joey



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Discussion Guide

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## Objectives

- To identify the unique characteristics of amphibians as a class within the animal kingdom
- To describe similarities and differences between amphibians and other types of animals
- To connect the spelling of vocabulary words with their pronunciation and meaning
- To use the vocabulary words in concrete ways.

