

All About Animals: Reptiles, Revised

Synopsis

Through clear narration, catchy songs, and colorful, detailed film footage we learn about the characteristics of reptiles as the words used to describe them appear on the screen. We observe their body structure (scales or a shell, legs or no legs) how reptiles move and protect themselves, as well as where they live (land, water, trees, underground) and how their babies are born (from eggs). Narration and song reinforce each other as the concepts are reviewed and the vocabulary words are repeated and summarized. Pictures of snakes' skin, iguanas' eyes, turtles' shells and alligators' legs vividly illustrate the uniqueness of reptiles.

Questions to ask before viewing

1. If possible obtain a snakeskin for the students to touch. (A high school or college science lab, a pet shop or someone who keeps snakes as pets are possible sources.) How does it feel? Does it feel the way you thought it would?
2. Show the class some pictures of a variety of reptiles. What animals are these? How are they alike? How different?

3. 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 do reptiles have? (tough, dry) What do they have on their skin? (scales or a shell) What do they NOT have on their skin? (hair)
2. Where do reptiles live? (on land, in trees, in water)
3. What and how do they breathe? (air, with their lungs)
4. How do reptiles move around? (on short legs and feet, or by slithering with their bodies)
5. Why do reptiles often lie out in the sun? (because they are cold-blooded, that is, their body temperature changes with the air or water around it) What does "warm-blooded" mean? (NOT in the film, a creature whose body keeps its temperature the same even when the air or water temperature changes) Are you cold-blooded or warm-blooded?
6. How are reptiles born? (They hatch from eggs.) What other animals hatch from eggs? (birds, fish, insects)
7. The teacher may want to tie in dinosaurs (through pictures, models, or description) as reptiles that laid eggs.

The students may draw pictures of or make up and act out stories about dinosaurs or other reptiles using the vocabulary words from the program. They may invent imaginary reptiles with the characteristics they have learned about.

8. If possible, the teacher may bring in a live reptile for the students to see. Have students point out the characteristics of reptiles. Introduce, demonstrate and practice "observation."
9. The teacher may write each of the vocabulary words on cards or slips of paper to put into a bowl or basket (legs, skin, scales, air, land, walk, teeth, water, shell). 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 reptiles might you find near where you live? (Answers will vary.)

Annotation

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Length

10 Minutes

Subject Areas

Science, Language Arts

Audience Level

Grades K-3

Catalog Number

#2886-EN-VID

Related titles in the AIMS collection

#2885-EN-VID Amphibians

#2888-EN-VID Birds

#2887-EN-VID Fish

#2884-EN-VID Mammals

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#2548-EN-VID A Jungle for Joey



9710 DeSoto Avenue
Chatsworth, California
91311-4409 USA

Tel: 800-367-2467
Tel: 818-773-4300
Fax: 818-341-6700

Discussion Guide

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Objectives

- To identify the unique characteristics of reptiles as a class within the animal kingdom
- To observe and describe similarities and differences between reptiles 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.

