

# RANCHO EL CHORRO OUTDOOR SCHOOL

## RIBBIT AND HISS

### GRADE 1

**Lesson Goal:** To introduce students to reptile and amphibian characteristics, adaptations, habitats and survival needs.

**Learning Objectives:**

- Students will study the physical characteristics and adaptations of several species of reptiles and amphibians that help them survive in different environments.
- Students will learn about the habitats where reptiles and amphibians live.
- Students will handle live animals to better understand their role in nature.

**ACTIVITIES:**

1. Students will observe examples of reptile and amphibian body parts such as skeletons, skin, and shells to learn about their physical characteristics and adaptations.
2. Students will observe and touch live reptiles and amphibians as they explore the different habitats where these animals live.
3. Students will study the life cycle of reptiles and amphibians and the importance of protecting the habitats where they live.

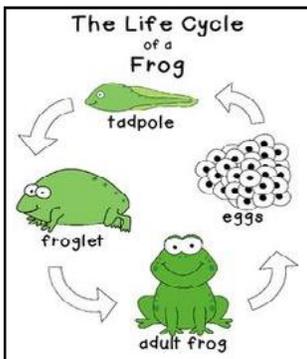
### VOCABULARY

adaptation  
cold-blooded  
metamorphosis

aquatic  
difference  
mimicry

amphibian  
habitat  
reptile

camouflage  
herpetologist  
similarity



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## RIBBIT AND HISS – 1st Grade

### Next Generation Science Standards Connections:

**Standard: 1-LS1. From Molecules to Organisms: Structures and Processes**

**Performance Expectation:**

**1-LS1-1.** Use materials to design a solution to a human problem by mimicking how plants and/pr animals use their external parts to help them survive, grow, and meet their needs.

Science & Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Constructing Explanations and Designing Solutions</b> Constructing explanations and designing solutions in K-2 build on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions..</p> <ul style="list-style-type: none"> <li>Use materials to design a device that solves a specific problem or a solution to a specific problem. (1-LS1-1)</li> </ul>	<p><b>LS1.A: Structure and Function</b></p> <ul style="list-style-type: none"> <li>All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)</li> </ul> <p><b>LS1.D: Information Processing</b></p> <ul style="list-style-type: none"> <li>Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)</li> </ul>	<p><b>Structure and Function</b></p> <ul style="list-style-type: none"> <li>The shape and stability of structures of natural and designed objects are related to their function(s). (1-LS1-1)</li> </ul>

### Common Core State Standards connections, 1<sup>st</sup> grade:

#### Speaking and Listening Standards:

**SL.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**SL.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**SL.3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

#### Language Standards:

**L.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.5.** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

### English Language Learner Standards connections:

#### A. Collaborative. Bridging

1. Exchanging information and ideas. Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.

#### B. Interpretive. Expanding.

5. Listening Actively. Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with oral sentence frames and occasional prompting and support.

6. Reading/viewing closely. Describe ideas, phenomena (e.g. how earthworms eat), and text elements in greater detail based on understanding a variety of grade-level texts and viewing of multimedia with moderate support.

**California's Environmental Principles & Concepts and Education & the Environment (EEI) unit connections:**

**Principle II:** The long-term functioning and health of terrestrial, freshwater, coastal, and marine ecosystems are influenced by their relationships with human societies.

**Concept A:** Students need to know that direct and indirect changes to natural systems due to the growth of human populations and their consumption rates influence the geographic extent, composition, biological diversity, and viability of natural systems.

**Surviving and Thriving, 1<sup>st</sup> grade.** This unit explores the ability of living things to meet their basic needs. Plants and animals have certain external features that enable them to access the resources they need to survive in the habitats in which they live.

**Learning Objective connections:**

**Lessons 1, 2 and 3:** Provide examples of the external features of plants and animals that help them live in a particular environment and obtain the resources they need to survive there.

## VOCABULARY

<b>adaptation adaptación</b>	Any alteration in the structure or function of an organism or any of its parts that results from natural selection and by which the organism becomes better fitted to survive and multiply in its environment.
<b>aquatic acuática</b>	Living or growing in water.
<b>amphibian anfíbios</b>	Any cold-blooded vertebrate of the class Amphibia, comprising frogs and toads, newts and salamanders, and caecilians, the larvae being typically aquatic, breathing by gills, and the adults being typically semi-terrestrial, breathing by lungs and through the moist, glandular skin
<b>camouflage camuflaje</b>	The means by which animals escape the notice of predators, usually because of a resemblance to their surroundings.
<b>cold-blooded sangre fría</b>	Designating or pertaining to animals, as fishes and reptiles, whose blood temperature ranges from the freezing point upward, in accordance with the temperature of the surrounding medium.
<b>difference diferencia</b>	a distinguishing characteristic; distinctive quality, feature,
<b>habitat hábitat</b>	The natural environment of an organism; place that is natural for the life and growth of an organism.
<b>herpetologist herpetólogo</b>	A scientist who studies the branch of zoology dealing with reptiles and amphibians.
<b>metamorphosis metamorfosis</b>	A profound change in form from one stage to the next in the life history of an organism, as from the caterpillar to the pupa and from the pupa to the adult butterfly.
<b>mimicry mímica</b>	The close external resemblance of an organism, the mimic, to some different organism, the model, such that the mimic benefits from the mistaken identity, as seeming to be unpalatable or harmful.
<b>reptile reptil</b>	Any cold-blooded vertebrate of the class Reptilia, comprising the turtles, snakes, lizards, crocodilians, amphisbaenians, tuatara, and various extinct members including the dinosaurs.
<b>similarity similitud</b>	An aspect, trait, or feature like or resembling another.