DOWNLOAD PDF I CAN READ ABOUT REPTILES

Chapter 1 : Reptile - Wikipedia

Gr Designed for small group use, these read-along sets meet the need for science materials to be used in the early elementary grades. The female narrator paces the narration so listeners can follow along with the text.

Rachel arrived exactly on time, set up quickly, and immediately engaged the group of curious children. We had an impromptu dance party while waiting for last minute guests and Rachel was very accommodating. And my soon-to-be 11 year old wants them to come for his birthday! I highly recommend Reptiles Alive for your next event! We had 4 shows over 2 days to accommodate all our children and everything went great! Caroline was very easy to work with and quick to respond to all my emails. She was our presenter too and was early each day and ready to go when the kids arrived. She really geared her show towards our audience yr olds and had them laughing and answering her questions and touching the animals. It was perfectâ€¦ we would definitely book them again!! Miss Rachel put on an amazing show for the 20 kids we had over. The highlight was when my son and I had the chance to hold a long and surprisingly heavy boa constrictor named Sunflower. The show was both educational and fun for the kids, and it kept them captivated for a full hour â€” priceless!! The reptiles were fascinating. This was a great birthday party for my daughter and her second grade class. Rachel did a wonderful job to educate the kids about the fun facts of Reptiles and also kept them entertained and focused. We highly recommend Reptiles Alive show. Ashley was amazing and so professional. She was very interactive with the children and played the role perfectly. Everything from booking to the day of is efficient and friendly. At our past event, presenter Liz did 6 shows back to back for our campers, which is truly impressive and phenomenal. We will continue to work with Reptiles Alive for years to come and really appreciate the work and educating that they do! The presenter was so much fun and really engaged the children. Very cool reptiles and a great interactive meet and greet at the end. The kids loved it! This is my second year working with them and I have been absolutely thrilled with the interaction to book the event and with the presenters. They engage the kids and help make them a part of the show. The kids have so much fun and learn a lot! They are very organized and always start on time. They exceeded all of our expectations and were excellent at keeping the students engaged. The students have talked about it for days after, even repeating some of the facts they have heard! I would highly recommend Reptiles Alive! Rachel was incredibly professional, engaging, and clearly loves what she does. We received a lot of positive feedback from our guests and we were thrilled to see how well attended the show was at our event. Thank you Reptiles Alive!!! She held their attention and told fun stories. The reptiles are so cool! Every time she introduced a new reptile, the kids were amazed. My students will never forget touching a boa constrictor! They are engaging, age-appropriate and bring their own mic system so hearing is not a problem. I highly recommend the meet and greet afterward.

Chapter 2 : Formats and Editions of I can read about reptiles. [calendrierdelascience.com]

The copy I brought for my Grandson is older than I am, and in better condition.

Back to Animals What is a reptile? Reptiles are animals that are cold-blooded. Most reptiles lay eggs and their skin is covered with hard, dry scales. What does cold-blooded mean? They have to lay out in the sun to keep their body heat up. Types of Reptiles There are many types of reptiles. The main categories are snakes, crocodiles and alligators, turtles, and lizards. Reptiles can be found on every continent except for Antarctica. Alligators and crocodiles look slow, but can move very quickly when attacking. Snakes are legless reptiles. They move along the ground by flexing their body and can move very quickly despite not having legs. Only a small percentage of snakes are poisonous. Many snakes are constrictors, meaning that they squeeze their prey with their bodies until the animal is dead or immobile. Then they swallow it whole. If the meal is large enough, a snake can go weeks or even months without needing to eat again. Lizards are similar to snakes, but with legs. Turtles are reptiles with a big shell to protect them. Some Turtles can live for more than years. Biggest, Fastest, Smallest The biggest reptile is the salt water crocodile. The Green Anaconda is the heaviest snake, while the Reticulated Python is the longest snake. The biggest lizard is the Komodo Dragon. The largest turtle is the leatherback turtle which can weigh 1, pounds with an 8 foot long shell. The smallest reptile is thought to be the mini chameleon from Madagascar which only grows to just over an inch in length. The smallest snake is the thread snake which can only grow to around 4 inches long. The fastest reptile is the spiny tailed iguana which can run up to 20 miles per hour. The fastest snake is the Black Mamba. There are a few major differences that separate reptiles and amphibians. Amphibians go through a larval stage, like the tadpole which turns into a frog. Also, their skin is different where reptiles have scales for skin, but amphibians have moist, glandular skin. Some types of amphibians include frogs, salamanders, and toads. Fun Facts About Reptiles Crocodiles have been known to swallow rocks so they can dive deeper into the water. A frog which is an amphibian can not only breathe through its lungs, but also through its skin. Some snakes have over pairs of ribs. The shell of a turtle is made up of a bunch of bones around 60 all connected together. Turtles have no ears to hear with, but they are thought to have excellent eye sight and sense of smell. They can also feel vibrations from loud sounds. Lizards and snakes smell with their tongues.

Chapter 3 : About Us | Reptiles Alive

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We are going to learn about their basic needs and fill out a Fact Sheet about lizards. Then, tomorrow, we will work in small groups to learn about a second reptile. Your small group will share what they learn to the rest of the class". The Fact Sheet is a way for students to record information about the basic needs and can be used for them to remember the details, which supports Science and Engineering Practice 8, recording and communicating scientific information. We start by reading this website together which provides much of the information we need for our Fact Sheet. We watch this video to learn about the many different kinds of lizards. Then, I tell students that they are going to assemble the life cycle of a lizard. I say, "Use the pictures I give you and put them in the order you think they go to represent the life cycle of a lizard. Then, we will see if you are right and add the basic needs of a lizard". I give each student a set of the lizard pictures cut apart, of course! Understanding the life cycle of a reptile helps students to understand the basic needs of this animal group because their shelter will be different in each life stage, and students need to identify that feature of this animal group. Once everyone has had a chance to put the pictures in order, we go through it as a group and I emphasize how one of the features of the reptile class is that they hatch from eggs. Then, we add drawings of the basic needs to each step and I ask questions like "Where do the infants get their food? Students can use the information we watched in the videos and read on the website earlier in the lesson to answer these questions as a whole group. The focus is on the basic needs and not the life cycle, so we spend more time on adding the details to the pictures than on the sequence of the life cycle. When we are asking the additional questions and trying to figure out the answers, we read from other non-fiction books about lizards in the classroom and complete our Fact Sheet about lizards. This supports Science and Engineering Practice 4, because students are recording information about the content. This is a great time to introduce how to use an index to show students that skills we learn in reading are useful in other content areas. Any time I can integrate literacy into other subjects, I do! I say, "Sometimes, when you are learning about just one or two specific things about a topic, you do not have to read the whole text. You can use the index to find just what you are looking for". When we find the page, we look at the information and complete our Fact Sheet about lizards. After we finish, I ask students about the basic needs of lizards. I do not always call on just the students who raise their hands - if I did, some students would never contribute to the conversation! To help with that, I say, "Turn to your neighbor and share your information for about 30 seconds". This takes the pressure off the person I called on and gives them a chance to think about an answer with another person which encourages both collaboration and listening skills.

Chapter 4 : I Can Read About Reptiles by David Cutts | LibraryThing

An easy to read book about reptiles. Informational text that students can use to learn different facts about reptiles. We are doing a reptile unit in January where students need to do expository writing.

Notice the inclusion of amphibians below the crocodiles. In the 13th century the category of reptile was recognized in Europe as consisting of a miscellany of egg-laying creatures, including "snakes, various fantastic monsters, lizards, assorted amphibians, and worms", as recorded by Vincent of Beauvais in his Mirror of Nature. This was not the only possible classification scheme: In the Hunterian lectures delivered at the Royal College of Surgeons in , Huxley grouped the vertebrates into mammals , sauroids, and ichthyoids the latter containing the fishes and amphibians. He subsequently proposed the names of Sauropsida and Ichthyopsida for the latter two groups. The terms "Sauropsida" "lizard faces" and " Theropsida " "beast faces" were used again in by E. Goodrich to distinguish between lizards, birds, and their relatives on the one hand Sauropsida and mammals and their extinct relatives Theropsida on the other. Goodrich supported this division by the nature of the hearts and blood vessels in each group, and other features, such as the structure of the forebrain. According to Goodrich, both lineages evolved from an earlier stem group, Protosauria "first lizards" in which he included some animals today considered reptile-like amphibians , as well as early reptiles. He also reinterpreted Sauropsida and Theropsida to exclude birds and mammals, respectively. Thus his Sauropsida included Procolophonia , Eosuchia , Millerosauria , Chelonia turtles , Squamata lizards and snakes , Rhynchocephalia , Crocodilia , " thecodonts " paraphyletic basal Archosauria , non- avian dinosaurs , pterosaurs , ichthyosaurs , and sauropterygians. The traits listed by Lydekker in , for example, include a single occipital condyle , a jaw joint formed by the quadrate and articular bones, and certain characteristics of the vertebrae. Ichthyosaurs were, at times, considered to have arisen independently of the other euryapsids, and given the older name Parapsida. Parapsida was later discarded as a group for the most part ichthyosaurs being classified as incertae sedis or with Euryapsida. However, four or three if Euryapsida is merged into Diapsida subclasses remained more or less universal for non-specialist work throughout the 20th century. It has largely been abandoned by recent researchers: By the early 21st century, vertebrate paleontologists were beginning to adopt phylogenetic taxonomy, in which all groups are defined in such a way as to be monophyletic ; that is, groups include all descendants of a particular ancestor. The reptiles as historically defined are paraphyletic , since they exclude both birds and mammals. These respectively evolved from dinosaurs and from early therapsids, which were both traditionally called reptiles. Mammals are a clade , and therefore the cladists are happy to acknowledge the traditional taxon Mammalia ; and birds, too, are a clade, universally ascribed to the formal taxon Aves. Mammalia and Aves are, in fact, subclades within the grand clade of the Amniota. But the traditional class Reptilia is not a clade. It is just a section of the clade Amniota: It cannot be defined by synapomorphies , as is the proper way. Instead, it is defined by a combination of the features it has and the features it lacks: In , Jacques Gauthier proposed a cladistic definition of Reptilia as a monophyletic node-based crown group containing turtles, lizards and snakes, crocodilians, and birds, their common ancestor and all its descendants. The first such new definition, which attempted to adhere to the standards of the PhyloCode , was published by Modesto and Anderson in Modesto and Anderson reviewed the many previous definitions and proposed a modified definition, which they intended to retain most traditional content of the group while keeping it stable and monophyletic. They defined Reptilia as all amniotes closer to Lacerta agilis and Crocodylus niloticus than to Homo sapiens. This stem-based definition is equivalent to the more common definition of Sauropsida, which Modesto and Anderson synonymized with Reptilia, since the latter is better known and more frequently used.

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Chapter 5 : I can read about reptiles : Cutts, David : Free Download, Borrow, and Streaming : Internet Arch

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Rachel arrived exactly on time, set up quickly, and immediately engaged the group of curious children. We had an impromptu dance party while waiting for last minute guests and Rachel was very accommodating. And my soon-to-be 11 year old wants them to come for his birthday! I highly recommend Reptiles Alive for your next event! We had 4 shows over 2 days to accommodate all our children and everything went great! Caroline was very easy to work with and quick to respond to all my emails. She was our presenter too and was early each day and ready to go when the kids arrived. She really geared her show towards our audience yr olds and had them laughing and answering her questions and touching the animals. It was perfectâ€¦ we would definitely book them again!! Miss Rachel put on an amazing show for the 20 kids we had over. The highlight was when my son and I had the chance to hold a long and surprisingly heavy boa constrictor named Sunflower. The show was both educational and fun for the kids, and it kept them captivated for a full hour â€” priceless!! The reptiles were fascinating. This was a great birthday party for my daughter and her second grade class. Rachel did a wonderful job to educate the kids about the fun facts of Reptiles and also kept them entertained and focused. We highly recommend Reptiles Alive show. Ashley was amazing and so professional. She was very interactive with the children and played the role perfectly. Everything from booking to the day of is efficient and friendly. At our past event, presenter Liz did 6 shows back to back for our campers, which is truly impressive and phenomenal. We will continue to work with Reptiles Alive for years to come and really appreciate the work and educating that they do! The presenter was so much fun and really engaged the children. Very cool reptiles and a great interactive meet and greet at the end. The kids loved it! This is my second year working with them and I have been absolutely thrilled with the interaction to book the event and with the presenters. They engage the kids and help make them a part of the show. The kids have so much fun and learn a lot! They are very organized and always start on time. They exceeded all of our expectations and were excellent at keeping the students engaged. The students have talked about it for days after, even repeating some of the facts they have heard! I would highly recommend Reptiles Alive! Rachel was incredibly professional, engaging, and clearly loves what she does. We received a lot of positive feedback from our guests and we were thrilled to see how well attended the show was at our event. Thank you Reptiles Alive!!! She held their attention and told fun stories. The reptiles are so cool! Every time she introduced a new reptile, the kids were amazed. My students will never forget touching a boa constrictor!

Chapter 6 : ARea Reptiles Â» Animals, Supplies, and Education

Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.

Chapter 7 : Amphibians & Reptiles Symbolism & Meaning | Spirit, Totem, & Power Animal

The lowest-priced item that has been used or worn previously. The item may have some signs of cosmetic wear, but is fully operational and functions as intended.

Chapter 8 : Fun Reptile Facts for Kids - Interesting Information about Reptiles

Describes various reptiles and their characteristics. EMBED (for calendrierdelascience.com hosted blogs and calendrierdelascience.com item tags).

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Chapter 9 : I Can Read About Reptiles (August 1, edition) | Open Library

I Can Read About Reptiles by Cutts, August 1, , Troll Communications edition, Paperback in English.