

The Salamander Room

Book by Anne Mazer

Activities and Printables by Candace Crabtree, Tamara, Ginger A., and Ami Brainerd

Science Lessons and Activities

Salamanders

1. Five Fast Facts

Learn more about salamanders by researching online and reading books together. Let your student complete the form by adding five facts she's learned about salamanders.

2. Lifecycle of the Salamander flap book

Cut book on solid lines, fold on dotted. Discuss lifecycles (human, butterfly, etc.). Paste the images behind the correct flaps.

3. What Is a Habitat?

Ask your student, "What do animals need to survive?" How many things can he think of? There are four basic things: food, water, shelter, and space. Talk about different animals and what their specific food, water, shelter, and space needs entail. Complete the accordion book by adding words and drawing illustrations.

4. Clay Salamanders

Make clay salamanders!

5. Salamander Habitat

Discuss what Brian includes in his room for his salamander. Then, make your own salamander habitat (see two options: artificial and organic).

Animal Classification

Give your student a box filled with crayons, markers, and colored pencils. Ask him to organize (or sort them) into groups. How would he decide where to put each one (Kind? Color?). Discuss his choices. Tell your student that scientists organize animals in groups based on similar characteristics. Use the clipboard charts to learn the characteristics of the five groups of vertebrates (animals with backbones).

What kind of animal is a salamander? (amphibian) What other animal in the book is an amphibian? (bullfrog)

You may need to explain cold-blooded and warm-blooded to your student.

Cold-blooded: body temperature depends on the temperature outside.

Warm-blooded: body temperature stays the same when it's hot or cold outside.

Nature Study

1. Go on an egg carton nature hunt.
2. Go on a nature scavenger hunt.
3. Activity extension: let your student create a nature scavenger hunt for you or for a friend!

Insects

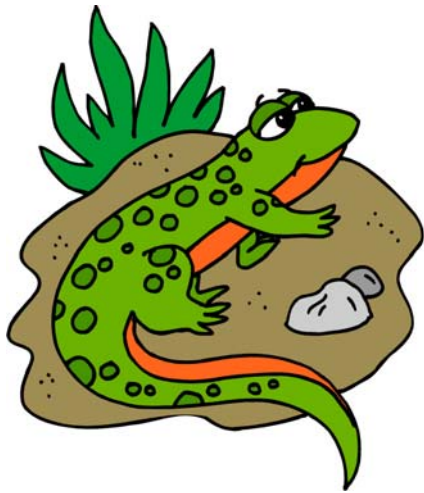
1. What Is an Insect?
2. Who Is Who? Activity page
3. Create-an-Insect
4. Insect Fun Facts
5. Buggy Parfaits

Language Arts & Math

1. Copywork
2. Story Writing
3. Story Problems

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five fast facts Salamanders

fact
#1

fact
#2

fact
#3

fact
#4

fact
#5

Directions: Cut out book as one piece. Fold like a pamphlet. Unfold and cut on the three solid lines to form four flaps. Paste the images of the salamanders under the flaps.

egg

embryo

larva

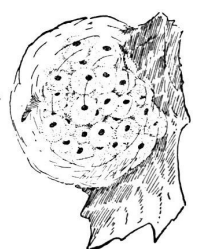
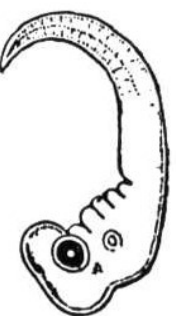
adult



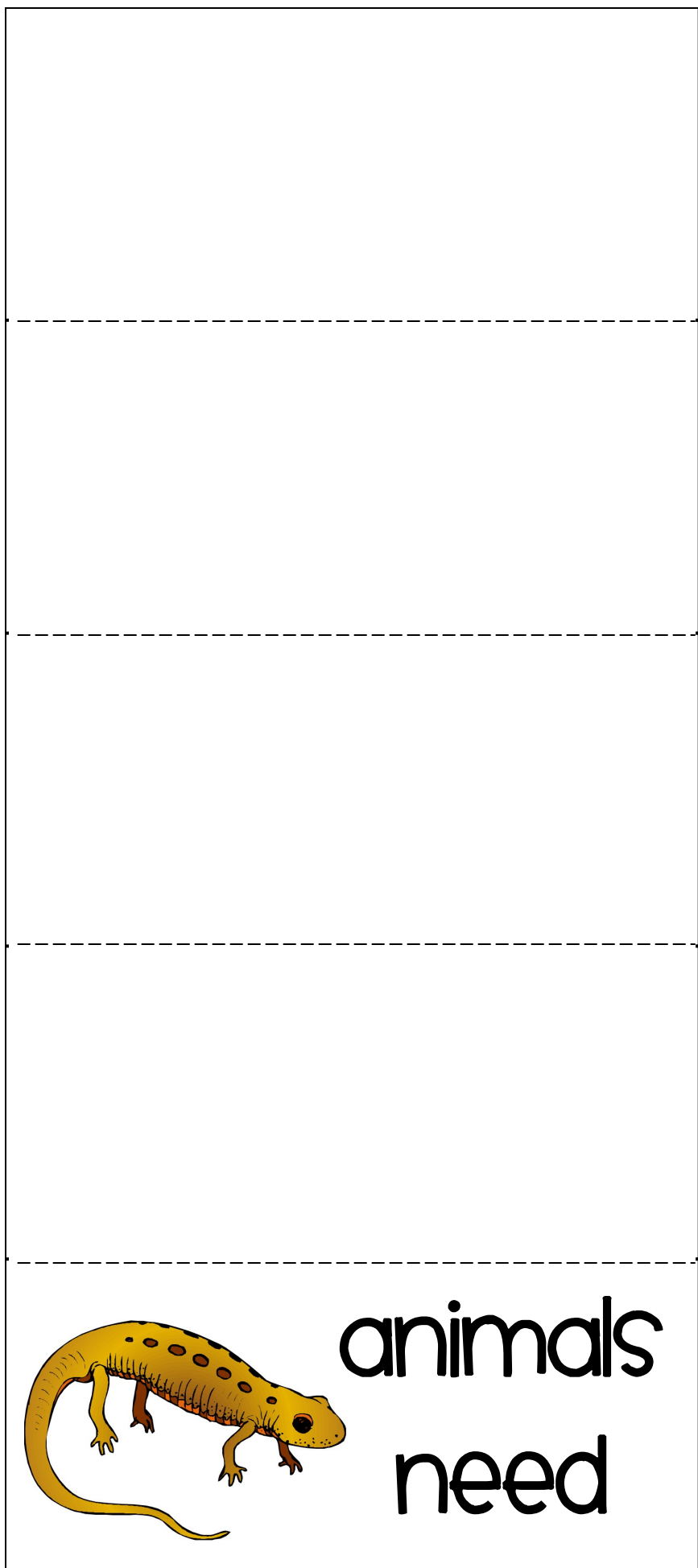
lifecycle

of the

Salamander



Directions: Cut out shapes on solid black lines. Fold on dotted lines like an accordion (back and forth, back and forth). If desired, tie a ribbon around the book (with the bow in the front) before



clay salamanders

Clay Recipe

2 cups flour

1/2 cup salt

3/4 cups water

1 T vegetable oil



Mix all together. Knead until smooth. After your student is done making her salamander, bake at 300 degrees for about an hour. Your student can paint the salamander after it cools

Note:

We gave them each a ball of clay and sort of talked them through it: rolling it out to make the body, giving him 4 legs, giving him a long tail, beady eyes, etc. They loved doing this!



make a salamander room

Artificial (from Ami)

Spray paint a shoe box brown. Add boulders (pretty rocks), leaves, plastic insects, Spanish moss, and water (I bought blue cellophane and glued it to white card-stock. I let Elijah cut out a water shape). I found salamanders at Walmart in the fishing lure section. Use hot glue to really make things stick. I let Elijah design his box and then I glued everything in for him.



make a salamander room

Organic (from Candace)

We went outside and hunted for leaves, rocks, branches, flowers, and just about anything to put in the boxes we had to make our own salamander rooms. We talked about the things that Brian put in his room for his salamander and tried to find some of those same things. We also added some plastic insects that I found at the thrift store. Tomorrow we will add our painted salamanders!



animal classification

Discuss the various characteristics of the five groups of vertebrates (animals with backbones). Use these clipboards to aid in your discussion.

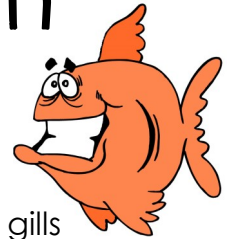
birds

- ☐ two legs
- ☐ warm-blooded
- ☐ breathe air
- ☐ lay hard-shelled eggs
- ☐ have a backbone
- ☐ feathers, wings, and a beak



fish

- ☐ lay eggs
- ☐ breathe with gills
- ☐ streamlined bodies
- ☐ cold-blooded
- ☐ live in the water
- ☐ vertebrates

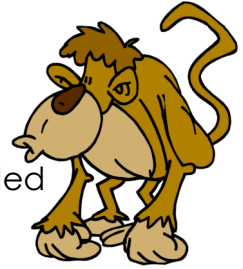


amphibians



- ☐ lay eggs
- ☐ breathe with lungs and gills
- ☐ cold-blooded
- ☐ moist smooth skin
- ☐ live on land and in water
- ☐ have backbones

mammals



- ☐ hair or fur
- ☐ warm-blooded
- ☐ live birth
- ☐ breathes with lungs
- ☐ have backbones
- ☐ mother feeds milk to baby with her body

reptiles



- ☐ covered in scales
- ☐ breathe air
- ☐ cold-blooded
- ☐ lay rubbery eggs
- ☐ have backbones

egg carton nature walk

Go on a **color nature walk** with your student

Have your student paint a cardboard egg carton in various colors.

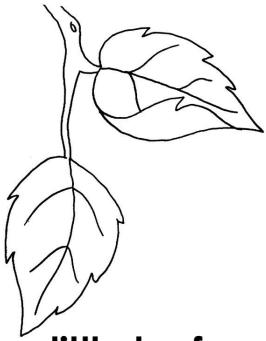
Take a walk and hunt for items in nature that match the colors in the egg carton.



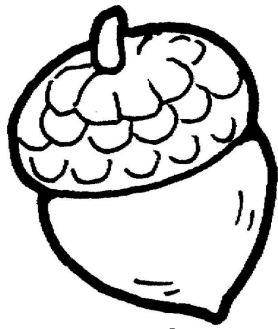
Notes: We left two spots without colors so that my son could put whatever he wanted in those. As we went nature hunting, Elijah found items of each color to put in the appropriate spot of his egg carton. He was overjoyed! He thought this was the best thing ever, and we plan to use the carton again (and again!).

We learned that there aren't very many blue things in nature (we didn't find one), and Elijah said he wished he could grab a bit of sky to put in there.

nature scavenger hunt



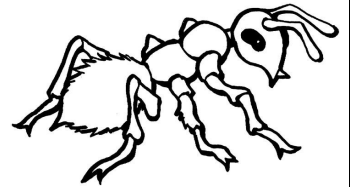
little leaf



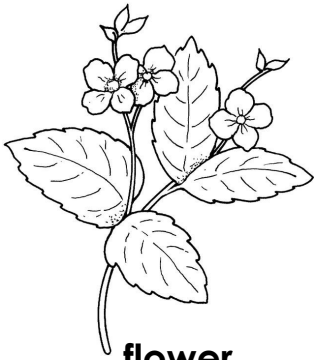
nut



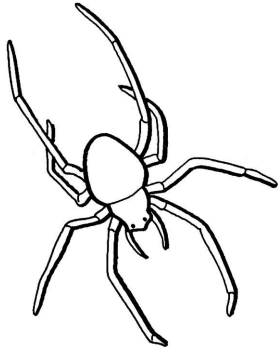
mushroom



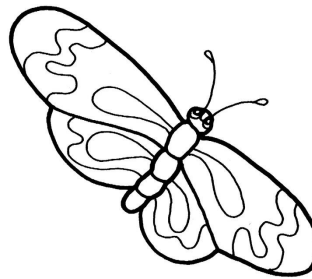
insect



flower



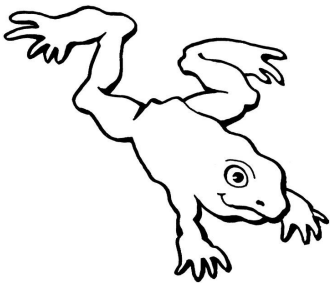
spider



butterfly



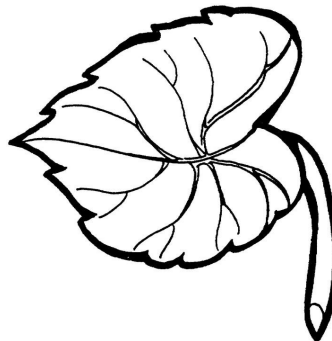
furry animal



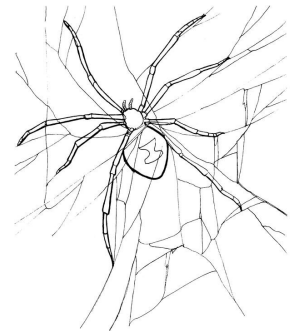
frog or toad



seed



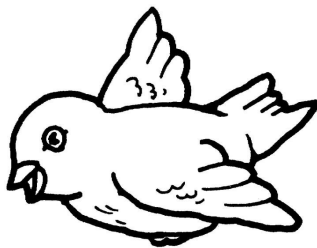
big leaf



web



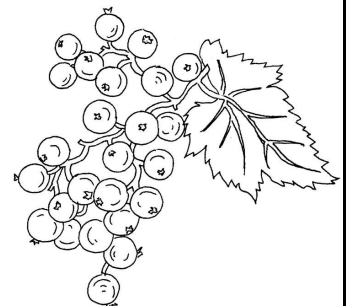
feather



bird



animal track



berry

what is an insect?

Insects are unlike the other animals you have been learning about this week. They do not have any bones! In fact, they wear their skeletons on the outside of their bodies. Here are the common characteristics of insects:

- Six legs
- Hard outer covering (exoskeleton)
- Three body parts: head, thorax, abdomen
- Two antenna
- Four wings (usually; sometimes two and sometimes none)

Review the traits of insects by completing the activity page.

Write the number of legs and antenna.





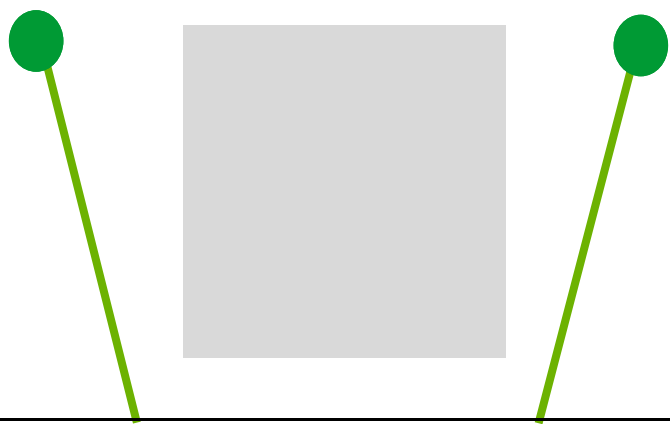
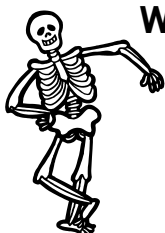


Color the outlined words.

Write in the names of the three body parts.

Add the number of wings (usually 4, sometimes 2, sometimes 2).

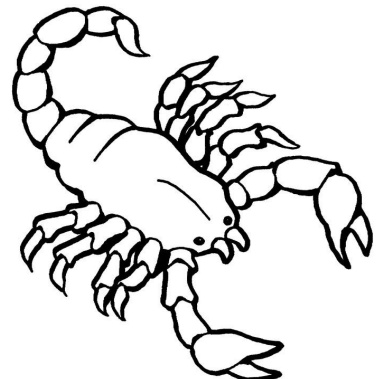
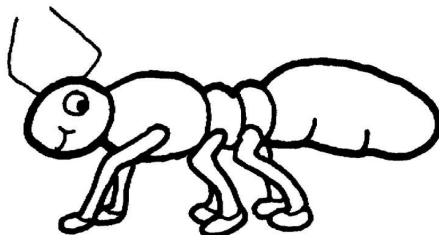
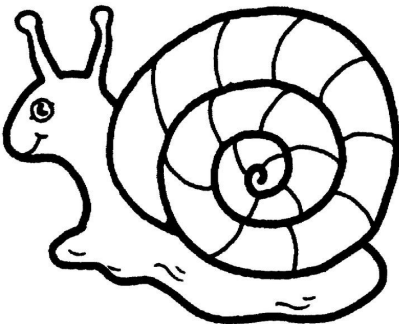
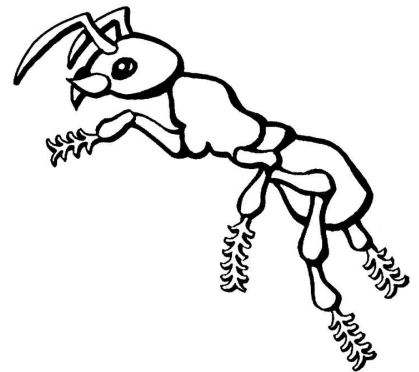
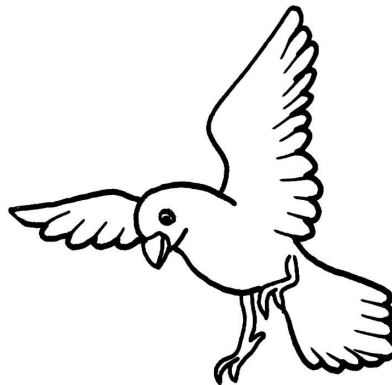
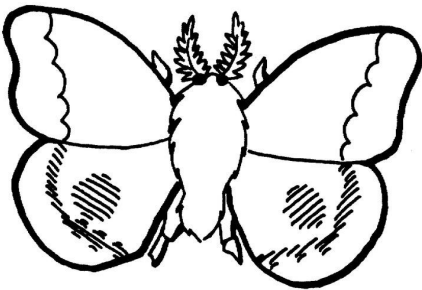
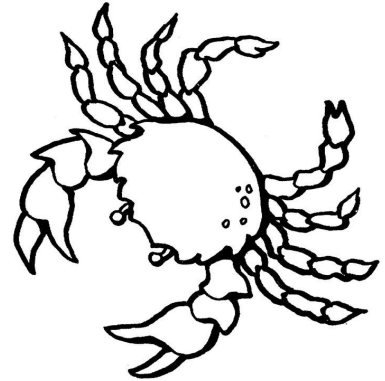
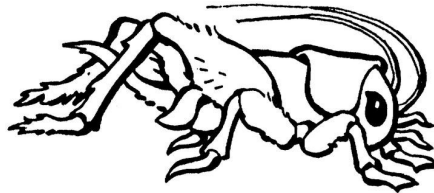
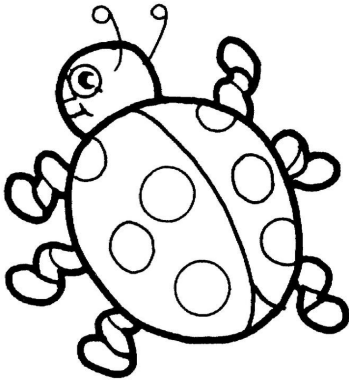
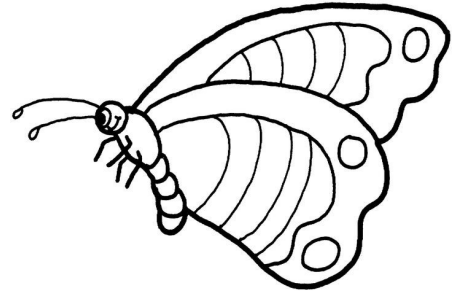
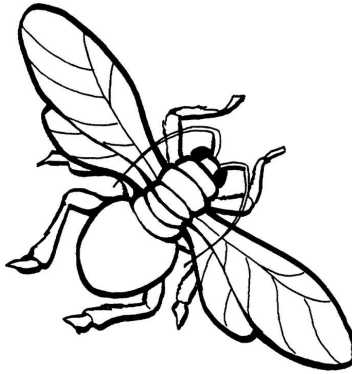
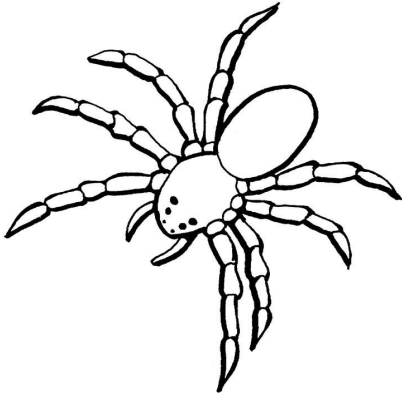


what is an insect?

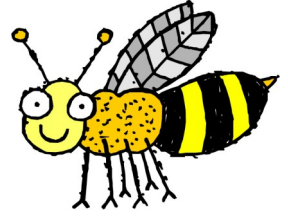
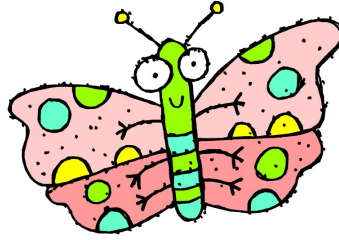
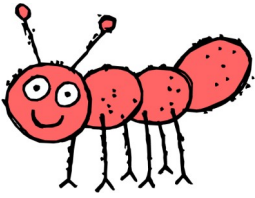
 <p>How many legs?</p> <div data-bbox="289 451 613 787" style="background-color: #cccccc; height: 160px; width: 200px; margin: 0 auto;"></div>	<p>What kind of eyes?</p> <p style="text-align: center; font-size: 2em; font-weight: bold;">COMPOUND</p>
<p>How many body parts?</p> <div data-bbox="113 966 235 1071"></div> <div data-bbox="113 1081 235 1186"></div> <div data-bbox="113 1197 235 1312"></div>	<p>How many antenna?</p> <div data-bbox="828 997 1494 1417"></div>
<p>What kind of skeleton?</p> <div data-bbox="113 1480 276 1711"></div> <p style="font-size: 3em; font-weight: bold; text-align: center;">OUTER SKELETON</p>	<div data-bbox="868 1459 966 1543"></div> <p>How many wings?</p> <div data-bbox="1372 1459 1469 1543"></div> <div data-bbox="820 1606 1526 1963"><div>usually</div><div>sometimes</div><div>sometimes</div></div>

who is who?

Color the insects. Put an X on the animals that are not insects.



create-an-insect



Create a new species of insect!

Visit websites and read books or encyclopedia entries about your favorite insects.

Review the traits of an insect--

six jointed legs (three pairs)

three body parts: head, thorax, abdomen

hard exoskeleton

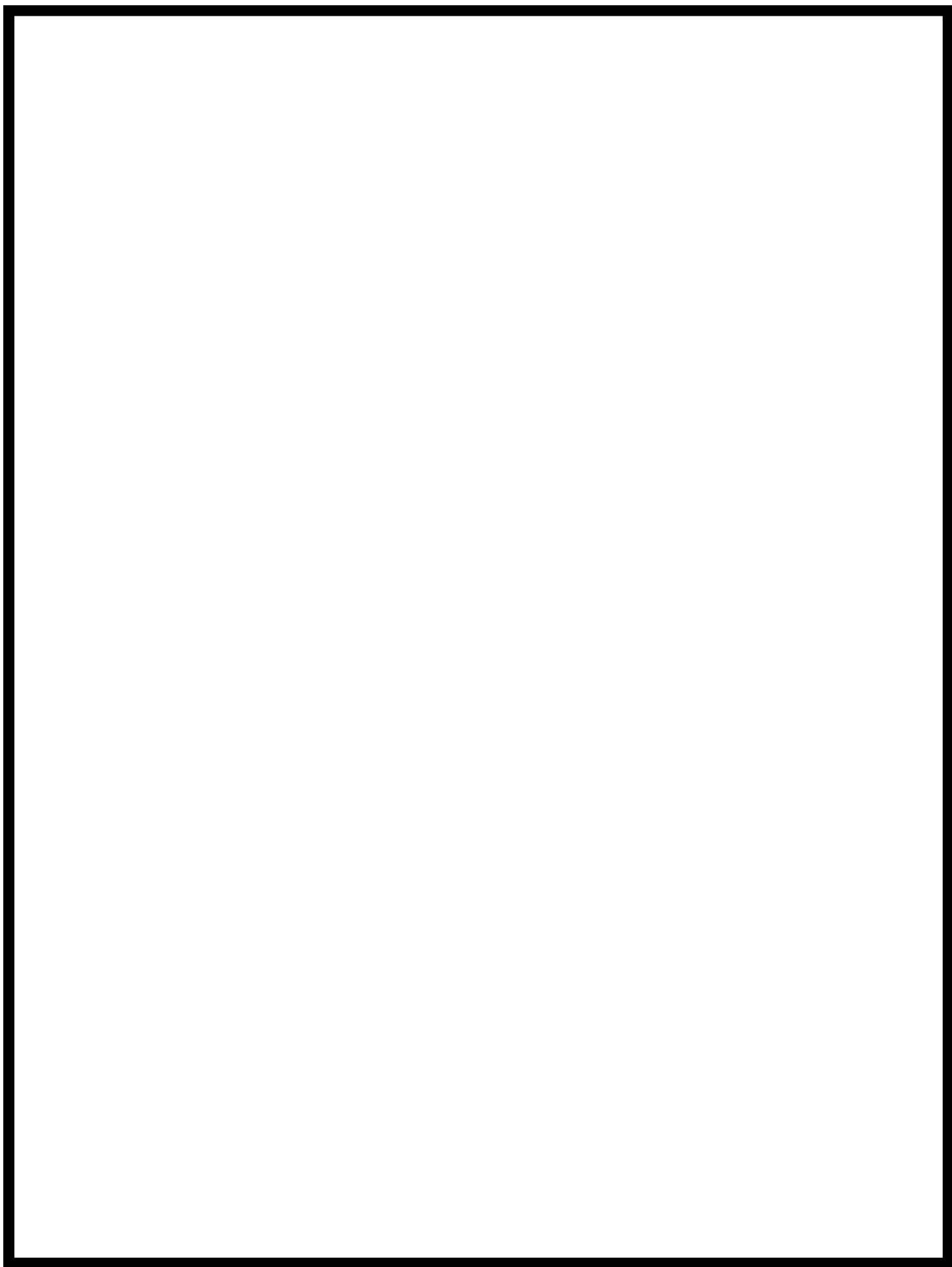
compound eyes

two antennae (any shape)

wings (usually four, sometimes two, sometimes none)

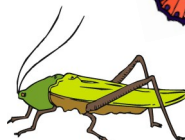
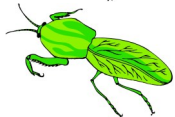
Design your own new species of insect! Make sure to include the traits mentioned above. Consider the following questions as you work:

- What is the name of your insect?
- What are its physical features?
- What does your insect eat, and how do its body parts help it find food?
- Where does it live?
- How do its body parts help it survive?
- Who eats your insect?
- What is the life cycle of your insect.





fun facts



Q:

A:

Q:

A:

Q:

A:

Q:

A:

Q:

A:

Q:

A:

buggy parfaits

Your student will love these-- from the brownie baking to the Oreo crumb making!
Or, you could make these as a special surprise at the end of your study.

Ingredients:

Candy Rocks (they look like gravel!)

Whipped Topping (or freshly whipped whipping cream with a little bit of sugar added)

Oreo Cookies (It only takes a few; probably about 10-12), smashed into crumbs

Brownies (just one batch will do; bake according to directions on the box)

Plastic frogs, insects, etc.

Clear plastic cups or short glass glasses

After the brownies have cooled, cut them into small squares.

Layer the ingredients into the cups in the following order

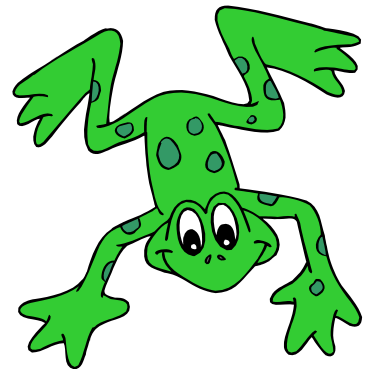
bottom- candy rocks

whipped cream

one layer of brownie squares

sprinkle a handful of Oreo crumbs over the top in order to fill in any gaps

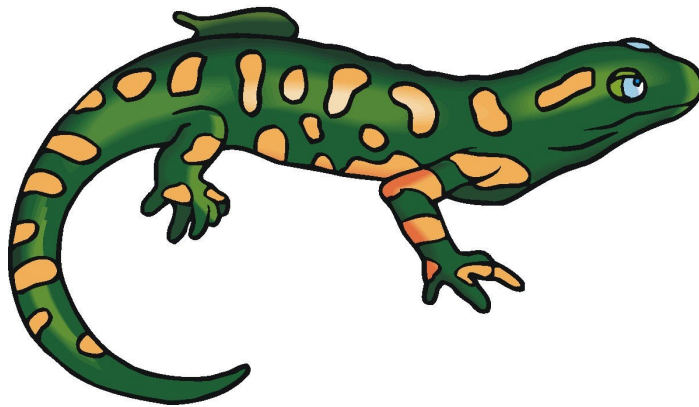
let your child "garnish" with plastic frogs and insects; you could also garnish with a sprig of mint (we added some extra rock candies to the tops)



creative writing

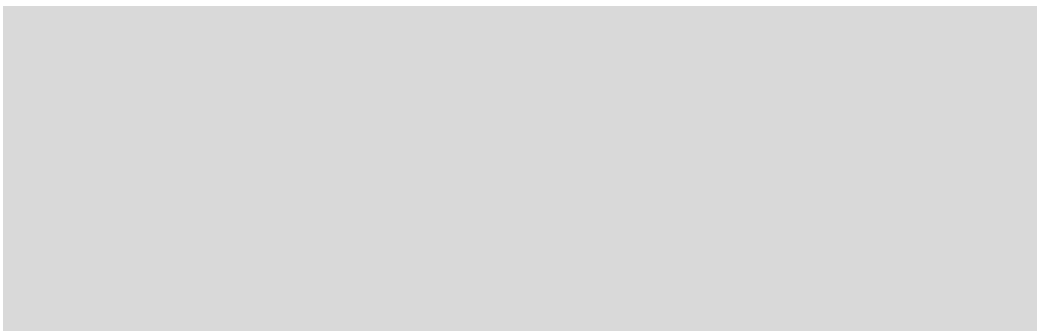
Imagine finding a creature that you want to keep at your house, in your room.
Make a list of what kind of habitat the creature needs to survive.

Pair up with a parent and write a story modeled after the book. Start your story by writing where you found your creature and what it is. Then (in your story) tell your parent you found a creature and you want to keep it. Your parent should reply with a question (just like the story). Write it down. Answer it as part of your story. Continue with a pattern of questions and answers until your story is complete.

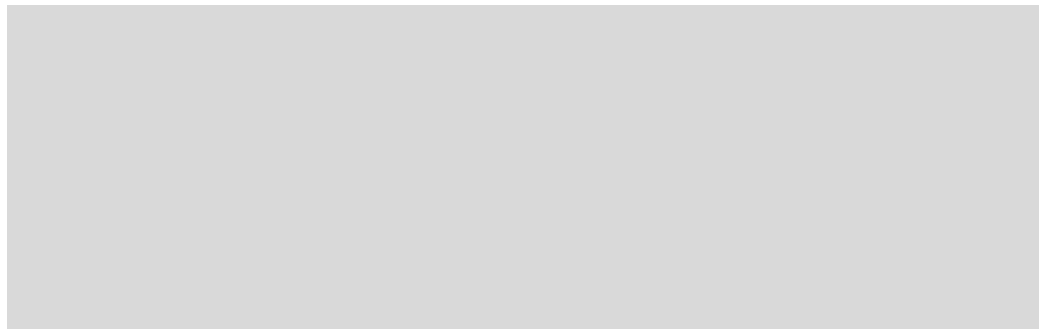
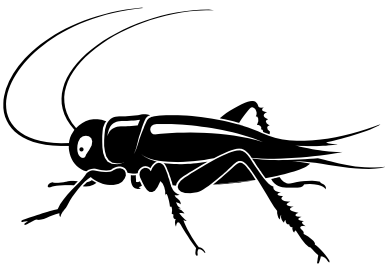


SALAMANDER ROOM STORY PROBLEMS

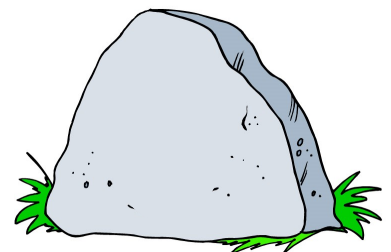
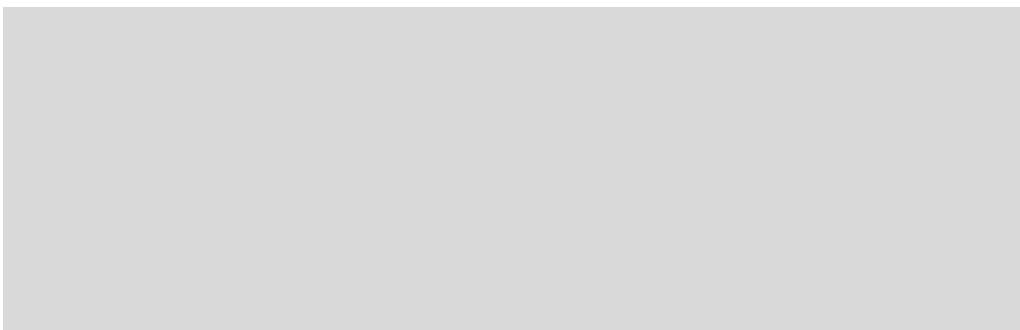
Brian collected eight leaves on Friday and seven leaves on Saturday. How many leaves did Brian collect in all?



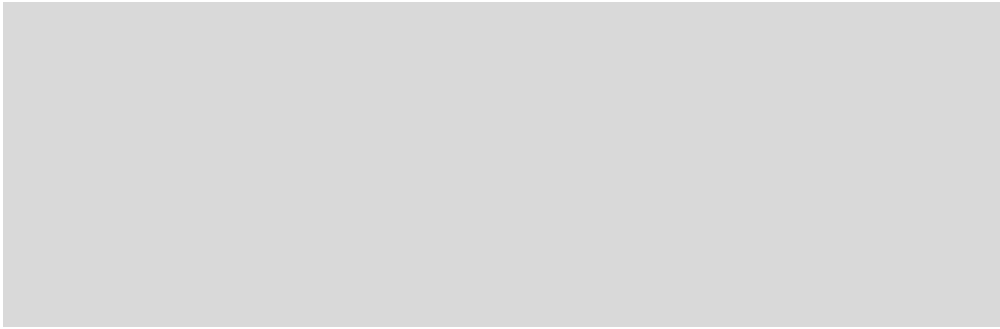
Brian brought home eight crickets. Five like to sing. How many do not like to sing?



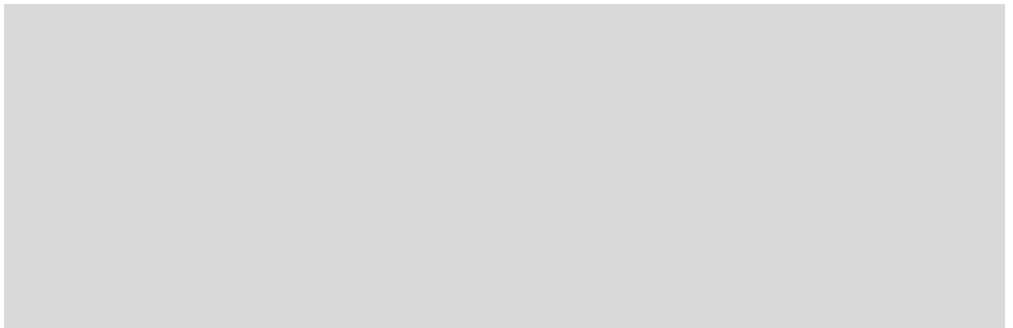
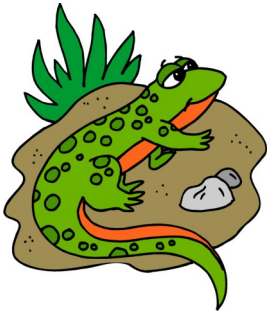
Three boulders are gray, two boulders are white. How many boulders are there?



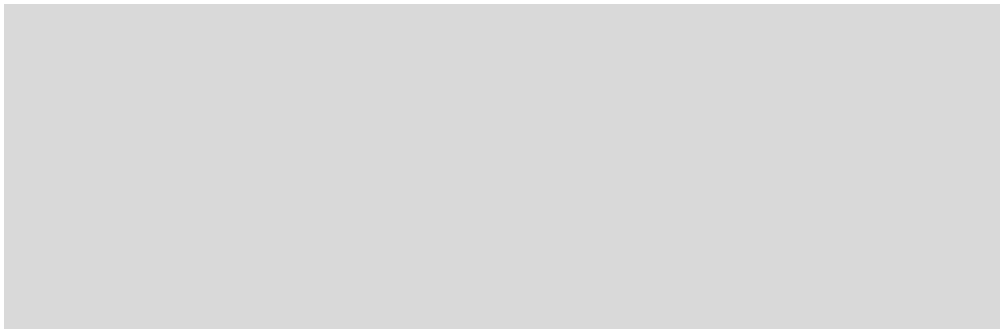
Brian put two tree stumps in each of the four corners of his room. How many tree stumps are in Brian's room?



Four black salamanders came; then six red salamanders came. How many salamanders are living in Brian's room?



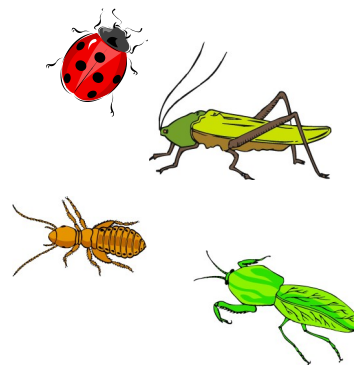
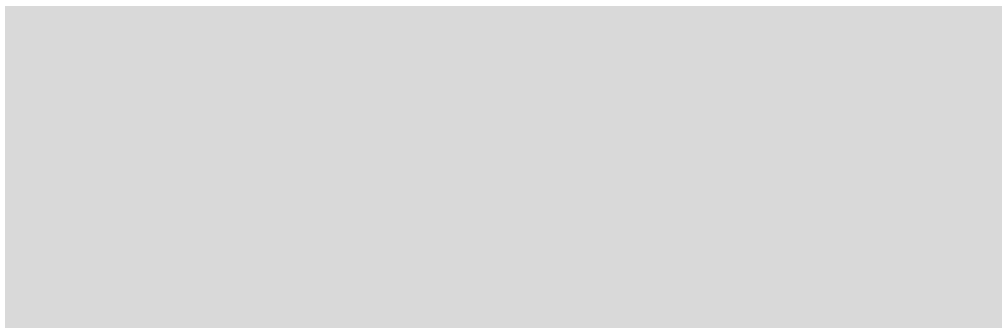
Brian brought home two butterflies, four dragonflies, and three ladybugs. How many insects did Brian bring home?



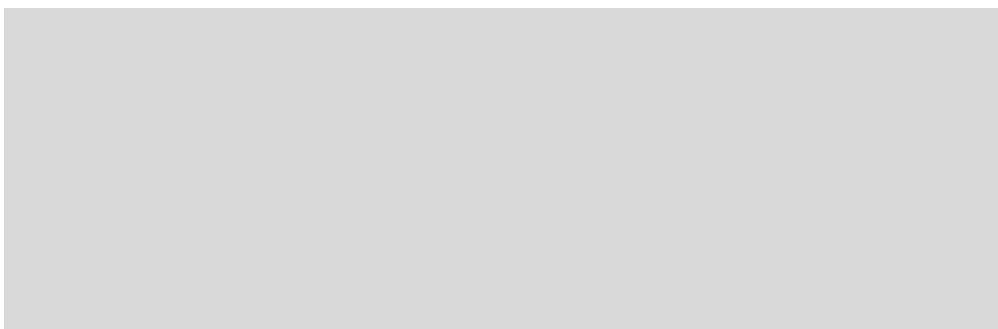
If Bully the Bullfrog eats two mosquitoes every minute, how many mosquitoes will he eat in ten minutes? (count by two)



There are four insects on the boulder, two on the bed, and three on the windowpane. How many insects in all?



Each salamander has four legs. If five salamanders crawl across Brian's arm at the same time, how many legs will be crawling?



Brian has four bird feeders. Brian received two more for his birthday. How many bird feeders does Brian have now?

