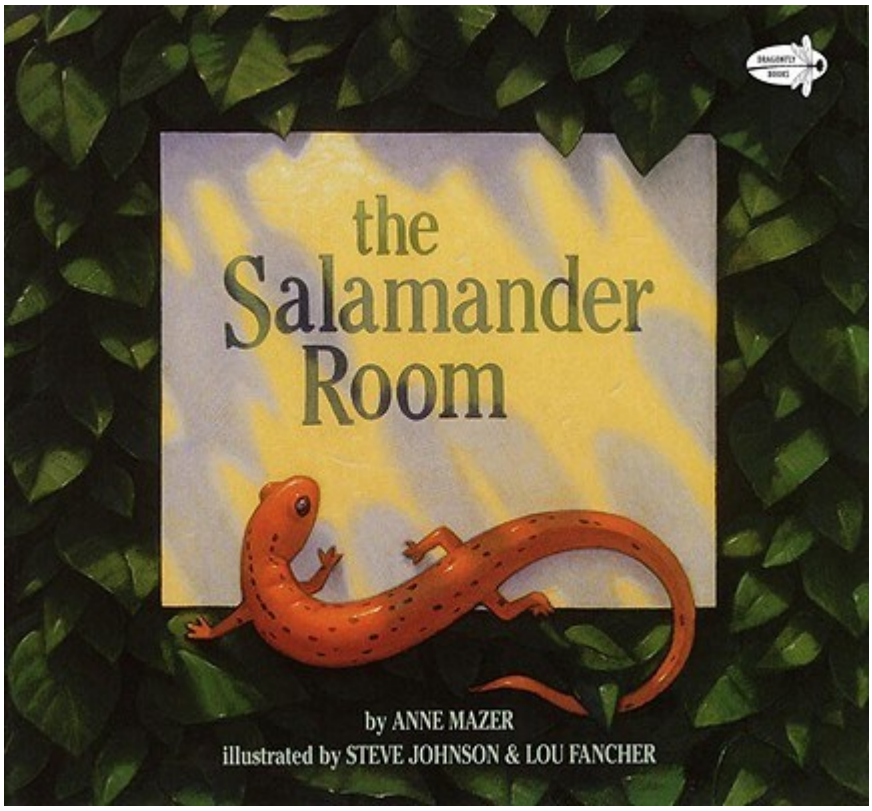
the Salamander Room



book written by Anne Mazer
activities and printables created by
Tamara, Ginger A., Candace Crabtree, and Ami Brainerd

Science

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?

Watch the video: The Salamander Room (Reading Rainbow)

Ask your student, "What do animals need to survive?" How many things can he think of? There are four basics 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: fake 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 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 back-bones). What kind of animal is a salamander? (amphibian) What other animal in the book is an amphibian? (bullfrog)

Note: If your student is new to the terms warm-blooded and cold-blooded, you will need to explain them.

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

Warm-blooded: body temperature stays the same when its hot or cold outside.

Animal Classification Game

Free Frog Lapbook from Homeschool Share

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

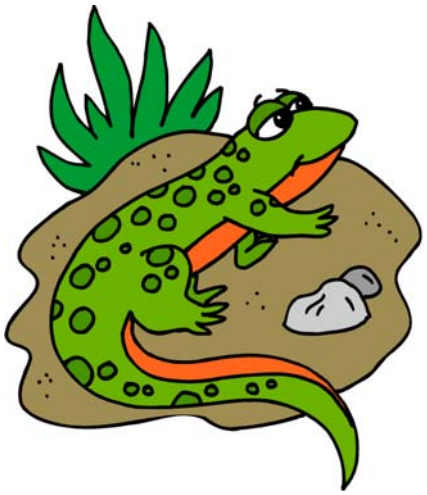
1. What Is an Insect?
2. Who Is Who? Activity page
3. Create-an-Insect
4. Insect Fun Facts
5. Buggy Parfaits

Language Arts

1. Copywork
2. Story Writing

Math

1. Story Problems



five fast facts
Salamanders

fact #1

fact #2

fact #3

fact #4

fact #5

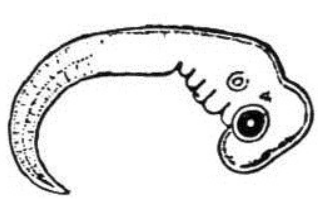
egg

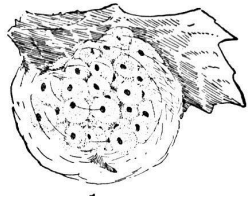
embryo

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

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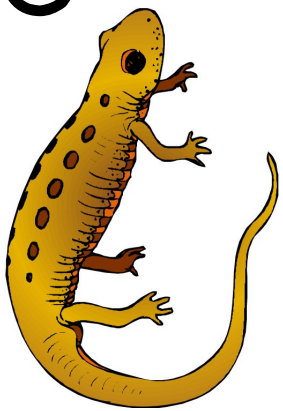
				animals need 

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

Fake (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 Wal-mart 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!

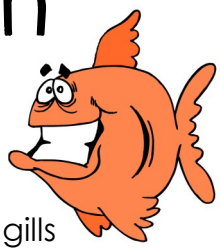
animal classification

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

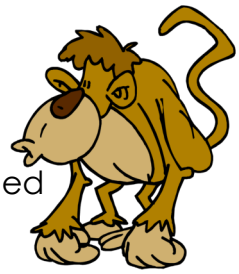


- ☐ lay eggs
- ☐ breathe with gills
- ☐ streamlined bodies
- ☐ cold-blooded
- ☐ live in the water
- ☐ vertebrates

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

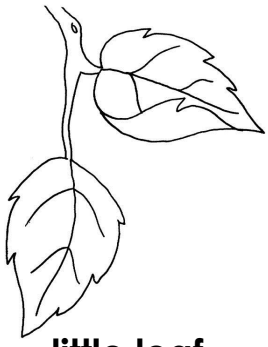
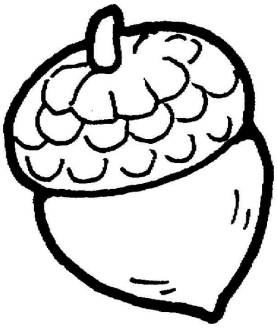
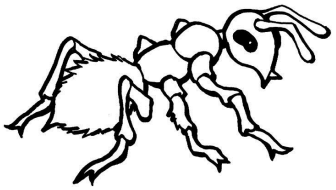
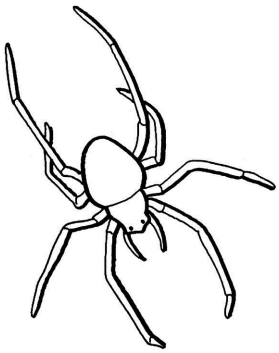
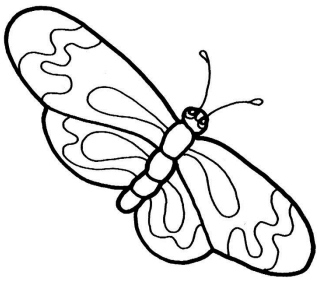
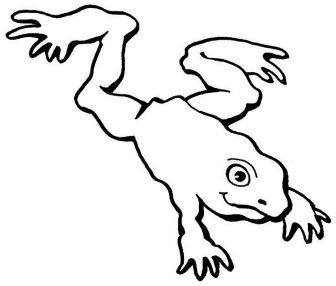
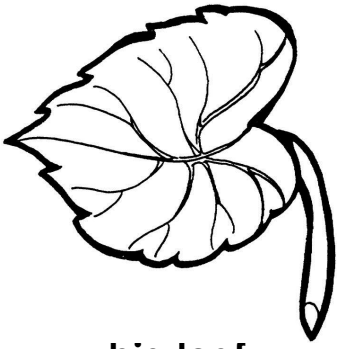
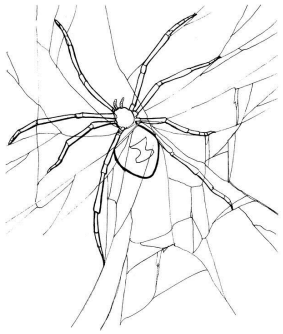
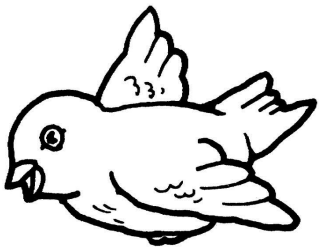
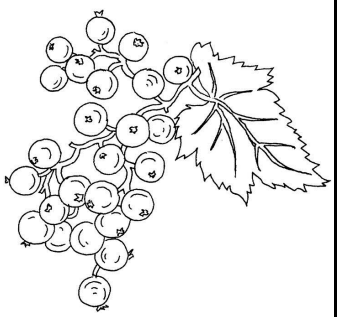
Have your student paint a cardboard egg carton in various colors.

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.

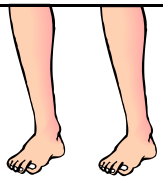
Color the outlined words.

Write in the names of the three body parts.

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

what is an insect?

How many legs?

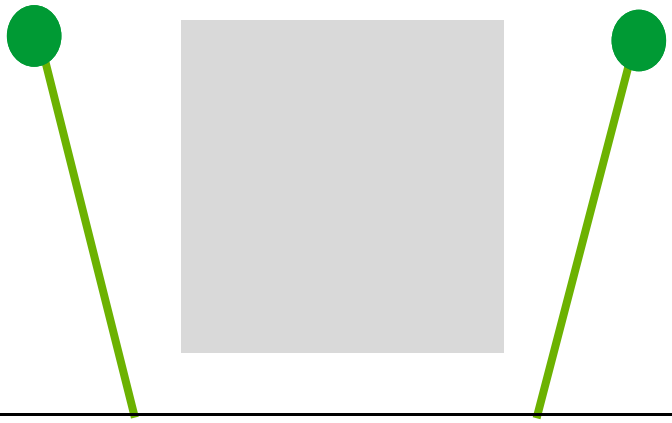


What kind of eyes?

COMPOUND

How many body parts?

How many antenna?



What kind of skeleton?

OUTER SKELETON

How many wings?

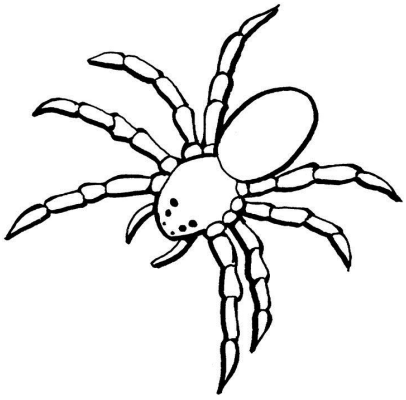
usually

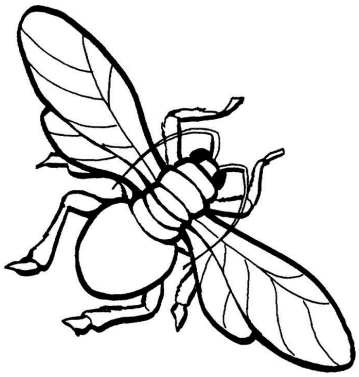
sometimes

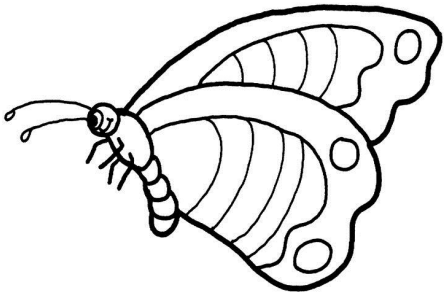
sometimes

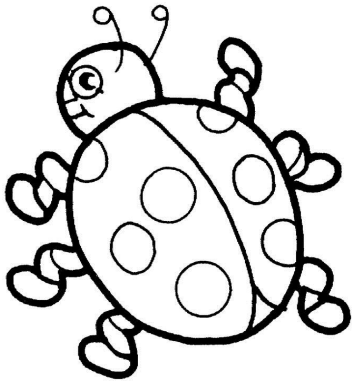
who is who?

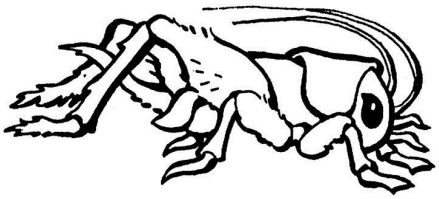
Color the insects. Put an X on the animals that are not insects.

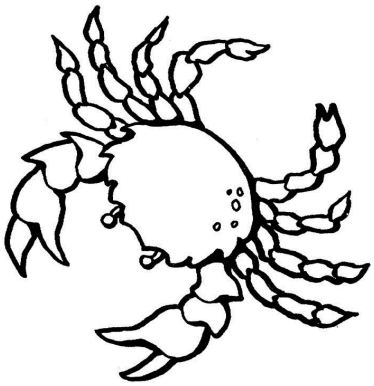


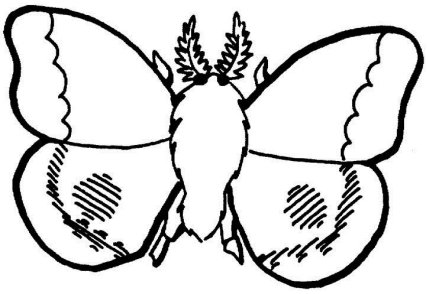


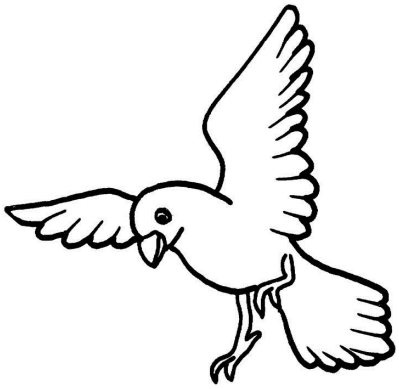


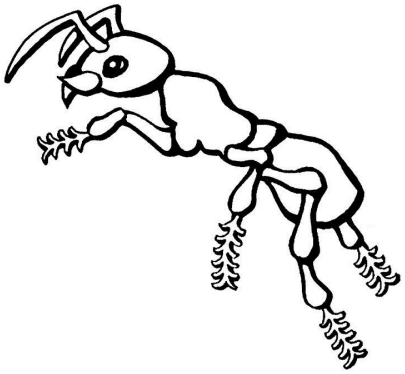


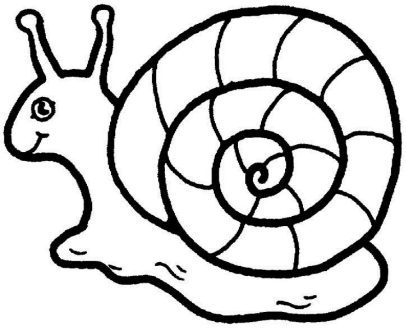


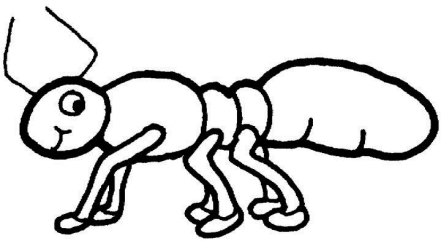


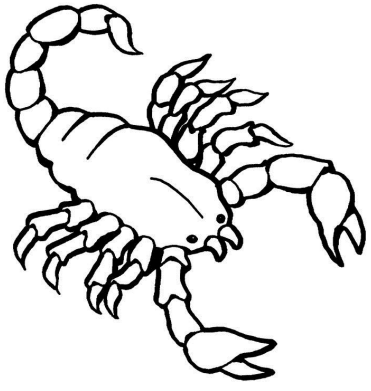




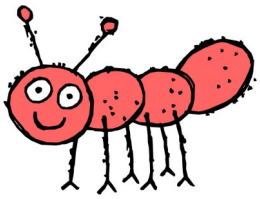


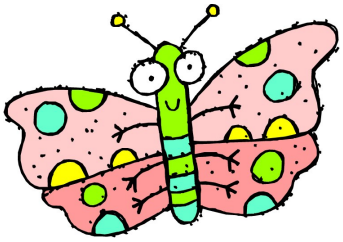


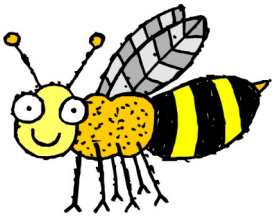




create-an-insect







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.

insect fun facts

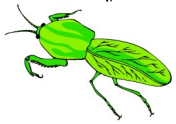
Directions: You can type right on the question strips. Based on the books you have and the research you've done together, let your student decide which questions he'd like to include for this insect fun facts book. (World's largest insect? World's most dangerous insect, etc.). Type the questions directly on the question strips. Print.

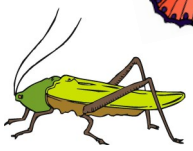
Cut out small envelope on solid lines. Fold side flaps under. Fold bottom flap up. Glue the back to your lapbook. Cut out question strips on solid lines. Fold in half. Glue together. Write the answers on the backs of the strips. Store strips in pocket.

This website may be a good place to start your research.

fun facts






Q:

A:

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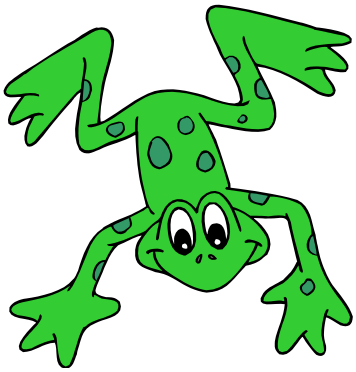
buggy parfaits

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)

the Salamander Room

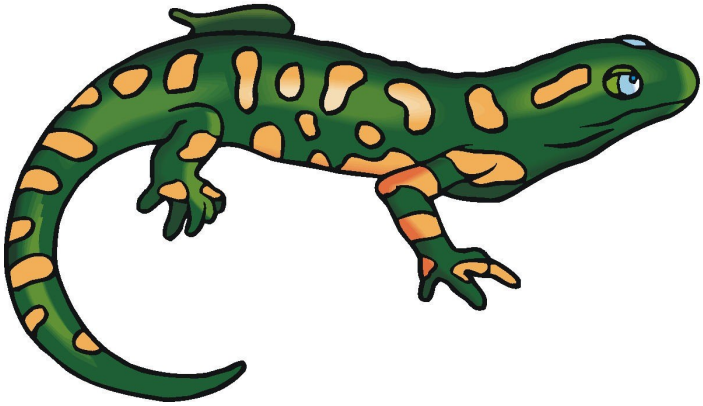
The salamander was warm and cozy in the boy's hand. "Come live with me," Brian said.

The salamander was warm and cozy in the boy's hand. "Come live with me," Brian said.

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.

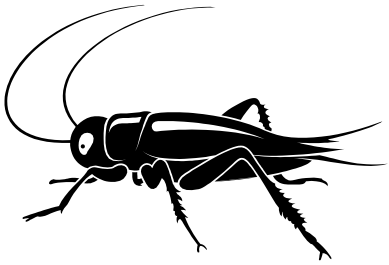
Pair up with a parent and write a story modeled after the book. Start your story by writing where you found your creature and what it is. Then (in your story) tell your parent you found a creature and you want to keep it. Your parent should reply with a question (just like the story). Write it down.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



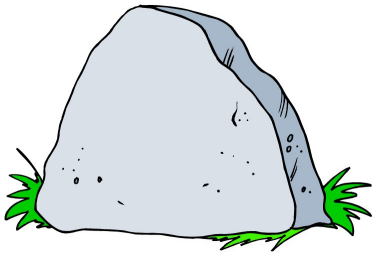
SALAMANDER ROOM STORY PROBLEMS

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?

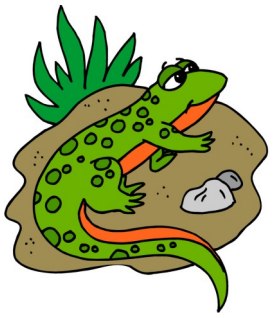


Three boulders are gray, two boulders are white. How many boulders are there?

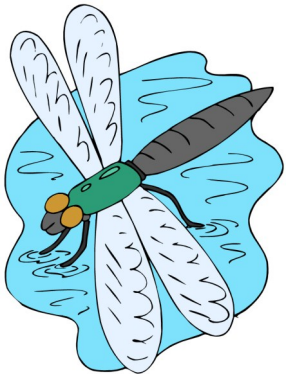


Brian put two tree stumps in each of the four corners of his room. How many tree stumps are in Brian's room?

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

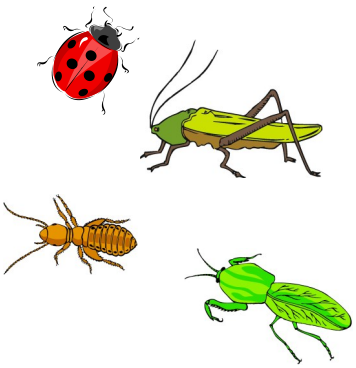


Brian brought home two butterflies, four dragonflies, and three ladybugs. How many insects did Brian bring home?

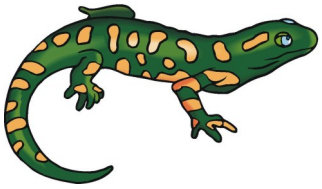


If Bully the Bullfrog eats two mosquitoes every minute, how many mosquitoes will he eat in ten minutes? (count by two)

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?