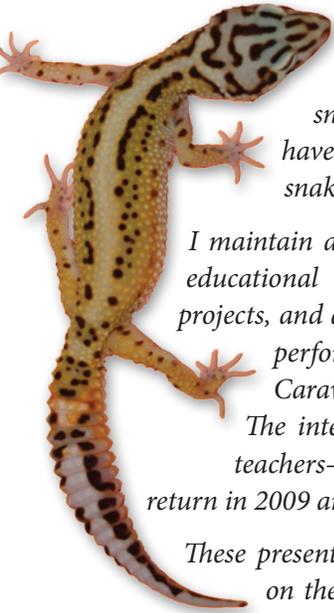


# Educational Reptile Presentations

SCHOOLS • LIBRARIES • SCOUT GROUPS • YOUTH GROUPS • PARTIES • EVENTS



*My name is Michael Foux. I've been in love with reptiles since I got my first snake at the age of five. Since that time I have kept and studied numerous species of snakes, lizards and turtles.*

*I maintain a private collection of reptiles used for educational purposes, captive selective breeding projects, and as personal pets. In 2008 I was asked to perform two reptile presentations to the Kathy Caraway Elementary second grade classes.*

*The interest in the shows—from students and teachers—was overwhelming. I was asked to return in 2009 and each year since.*

*These presentations have made an impact not only on the students and staff, but on me as well. A desire to teach others about these fascinating, often misunderstood creatures has inspired me to expand my offering to include other grade levels and to present to other schools and groups.*

*I'd like to present to one or more groups at your school, organization or event!*

## Presentations for grades K–5

These captivating presentations are designed to hold students' interest while covering important grade-appropriate information with:

- **TEKS coverage**
- **Variety of live reptiles for an up-close and personal experience**
- **Engaging discussion**
- **Age appropriate content**
- **Fascinating reptile facts**

Special presentations can be tailored to fit specific lessons. Presentation size and duration can be adjusted to fit your needs.

## Presentation Details

Presentations generally consist of 8–10 reptiles, primarily snakes, but also include lizards and/or tortoises. Reptile eggs and hatchling reptiles may be included when available. NO venomous or aggressive reptiles will be included in the presentations.

## New Presentation Formats!

To accommodate a wider range of audiences, I'm now offering my program into two separate formats.

### HANDS-ON SHOW

This presentation is perfect for smaller groups (up to 40) in a classroom, library or birthday party setting and lasts 35–45 minutes. Students will have the opportunity to handle several reptiles.

### LARGE GROUP SHOW

Designed for larger groups of up to 200, this presentation covers the same material as the hands-on show. At the end of each presentation, students will have the opportunity (at their teachers' discretion) to approach the table to see the reptiles up close. This program lasts 45–55 minutes.

## Expectations

The quality of the presentations and the well-being of the animals depend on adherence to a few basic rules:

Students must remain seated at all times unless called upon and may not approach the "staging area" without my permission. Sudden movements will frighten most reptiles and may result in a reptile being put away for its own well-being.

For hands-on shows, I will bring reptiles to seated students who may then pass them around. Students must wait for my permission before handling any animals.

Students must be gentle when handling the animals.

Hand sanitation will be provided to any students and faculty before AND after handling reptiles.

# Lesson Objectives Outline

These programs are designed to fascinate students while presenting relevant information about reptiles and their place in our world.

## ENGAGEMENT

- Capture the students' attention by asking simple questions about reptiles.
- Quickly move on to the first display reptile to hold attention.

## EXPLORATION

- Discuss what defines a reptile.
  - (A) Vertebrates
  - (B) Cold-blooded
  - (C) Dry, scaly skin
  - (D) Most lay eggs
  - (E) Most live on land

## EXPLANATION

- Ask the students to speculate on what a reptile may need to survive.
- Discuss the life cycle of reptiles and reptiles' place in the food chain.
- Discuss the differences between reptiles and amphibians (upper grades or as requested by teacher).

## ELABORATION

- Show several species/subspecies of snakes and briefly describe something unique about each.
  - (A) Coloration/pattern
  - (B) Habitat/Geography
- Use the reptiles on display to further explain reptiles' needs, habits and life cycle.
- Introduce appropriate vocabulary words.

## EVALUATION

- Possible ideas for evaluation when returning to class (implemented by teacher):
  - (A) Science journal
    - (1) Students will write about their favorite reptiles and give three characteristics
    - (2) Using a Venn diagram, students will choose two reptiles and compare their similarities and differences
    - (3) Students will describe why a reptile's habitat

is important to its survival, as well as what adaptations may facilitate survival

## (B) Correlation with Language Arts

- (1) Students will write adventure stories about their favorite reptiles. Stories should include habitat in the setting and at least 3 details about the animals' descriptions.

# Presentation Pricing

## HANDS-ON SHOW

Up to 40 students. 35–45 minutes per presentation.

<b>1 Presentation</b>	<b>.....\$125</b>
<b>2 Presentations</b>	<b>.....\$165</b>
<b>3 Presentations</b>	<b>.....\$205</b>
<b>4 Presentations</b>	<b>.....\$245</b>
<b>5 Presentations</b>	<b>.....\$285</b>
<b>6 Presentations</b>	<b>.....\$325</b>

## LARGE GROUP SHOW

Up to 200 students. 45–55 minutes per presentation.

<b>1 Presentation</b>	<b>.....\$150</b>
<b>2 Presentations</b>	<b>.....\$200</b>
<b>3 Presentations</b>	<b>.....\$250</b>
<b>4 Presentations</b>	<b>.....\$300</b>
<b>5 Presentations</b>	<b>.....\$350</b>
<b>6 Presentations</b>	<b>.....\$400</b>

All presentations must be scheduled for the same day unless other arrangements are made.

# Schedule a Presentation

I hope that you will invite me to present to your group. I'm always happy to answer your questions. Please call or e-mail to learn more or to schedule a presentation.

**Michael Foux**

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**Member USARK**

(United States Association of Reptile Keepers)

[www.usark.org](http://www.usark.org)

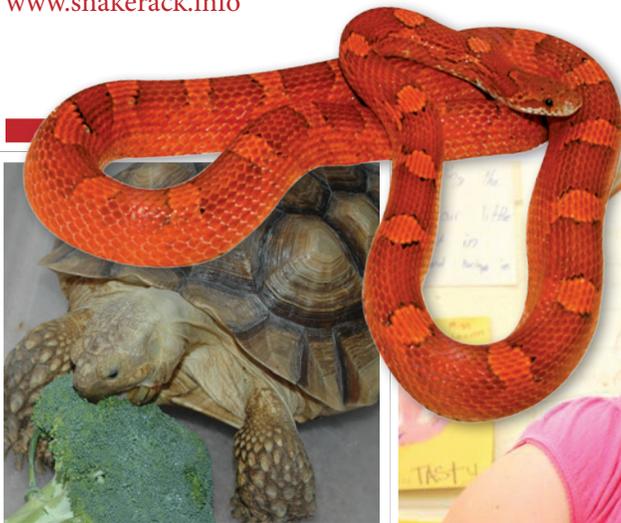
## References

- Shelly Hohmann *Principal, Kathy Caraway Elementary School*
- Virginia Gregory-Wilder, *Collaborative Teacher Leader, 2nd Grade, Kathy Caraway Elementary School*
- Leann Bourque *Teacher, 4th Grade Kathy Caraway Elementary School*
- Carla Naylor, *MS in Science Teacher, 5th Grade Kathy Caraway Elementary School*
- Round Rock ISD Background Check Approved



## Learn More About Reptiles

Read reptile-related articles on my blog at [www.snakerack.info](http://www.snakerack.info)



# TEKS Coverage

These presentations are designed to cover relevant material based on the science TEKS for the appropriate grade levels. Students are exposed to information covered by the following TEKS standards:

## Grade K Science TEKS

(a) Introduction.

(4)(D) In life science, students recognize the interdependence of organisms in the natural world. They understand that all organisms have basic needs that can be satisfied through interactions with living and nonliving things. Students will identify likenesses between parents and offspring.

(b) Knowledge and skills.

(9) Organisms and environments. The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival. The student is expected to:

(B) examine evidence that living organisms have basic needs such as food, water, and shelter for animals.

(10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:

(A) sort animals into groups based on physical characteristics such as color, size, body covering;

(B) identify parts of animals such as head, eyes, and limbs.

## Grade 1 Science TEKS

(a) Introduction.

(4)(D) In life science, students recognize the interdependence of organisms in the natural world. They understand that all organisms have basic needs that can be satisfied through interactions with living and nonliving things. Students will investigate life cycles of animals and identify likenesses between parents and offspring.

(b) Knowledge and skills.

(9) Organisms and environments. The student knows that the living environment is composed of relationships between organisms and the life cycles that occur. The student is expected to:

(C) gather evidence of interdependence among living organisms such as energy transfer through food chains and animals using plants for shelter.

(10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:

(A) investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats;

(C) compare ways that young animals resemble their parents.

## Grade 2 Science TEKS

(a) Introduction.

(4)(C) Within the living environment, students explore patterns, systems, and cycles by investigating characteristics of organisms, life cycles, and interactions among all the components within their habitat. Students examine how living organisms depend on each other and on their environment.

(b) Knowledge and skills.

(9) Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment. The student is expected to:

(B) identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things; and

(C) compare and give examples of the ways living organisms depend on each other and on their environments such as food chains within a garden, park, beach, lake, and wooded area.

(10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:

(A) observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs.

## Grade 3 Science TEKS

(a) Introduction.

(4)(C) Students explore patterns, systems, and cycles within environments by investigating characteristics of organisms, life cycles, and interactions among all components of the natural environment. Students examine how the environment plays a key role in survival. Students know that when changes in the environment occur organisms may thrive, become ill, or perish.

(b) Knowledge and skills.

(9) Organisms and environments. The student knows that organisms have characteristics that help them survive and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to:

(A) observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem;

(B) identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem; and

(C) describe environmental changes where some organisms thrive and others perish or move to new locations.

(10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:

(A) explore how structures and functions of plants and animals allow them to survive in a particular environment;

(B) explore that some characteristics of organisms are inherited and recognize that some behaviors are learned in response to living in a certain environment.

## Grade 4 Science TEKS

(a) Introduction.

(4)(B) Within the living environment, students know and understand that living organisms within an ecosystem interact with one another and with their environment. The students will recognize that plants and animals have basic needs, and they are met through a flow of energy known as food webs. Students will explore how all living organisms go through a life cycle and that adaptations enable organisms to survive in their ecosystem.

(b) Knowledge and skills.

(9) Organisms and environments. The student knows and understands that living organisms within an ecosystem interact with one another and with their environment.

(10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environment. The student is expected to:

(A) explore how adaptations enable organisms to survive in their environment;

(B) demonstrate that some likenesses between parents and offspring are inherited, passed from generation to generation. Other likenesses are learned.

## Grade 5 Science TEKS

(b) Knowledge and skills.

(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:

(A) observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements;

(C) predict the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of highways.

(10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:

(A) compare the structures and functions of different species that help them live and survive.