

# STAY HOME

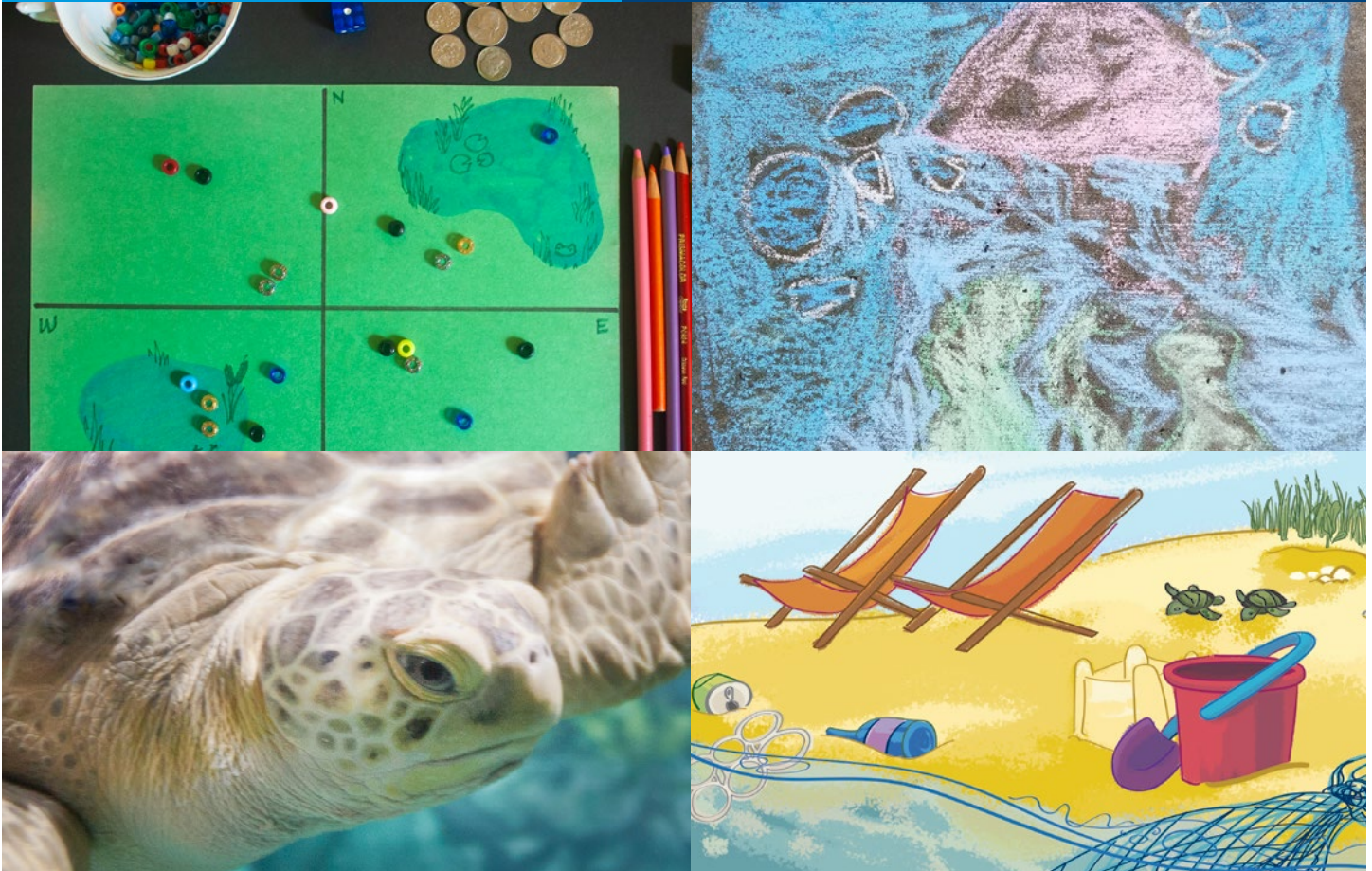


with  SHEDD AQUARIUM



# Teacher Guide

## TURTLE ACTIVITIES



These three activities were designed for families with children in grades 3-5. They are, however, easily adapted to the classroom. Integrate them in ways that fit your classroom practices or use some of our suggestions below to extend the learning!

**The activities below were designed around the content of the Turtle Video on [sheddaquarium.org/stayhome](https://sheddaquarium.org/stayhome).** For more videos and activities covering a broad range of subjects, stay tuned!

# Teacher Guide

## ACTIVITY 1: TURTLE HABITATS

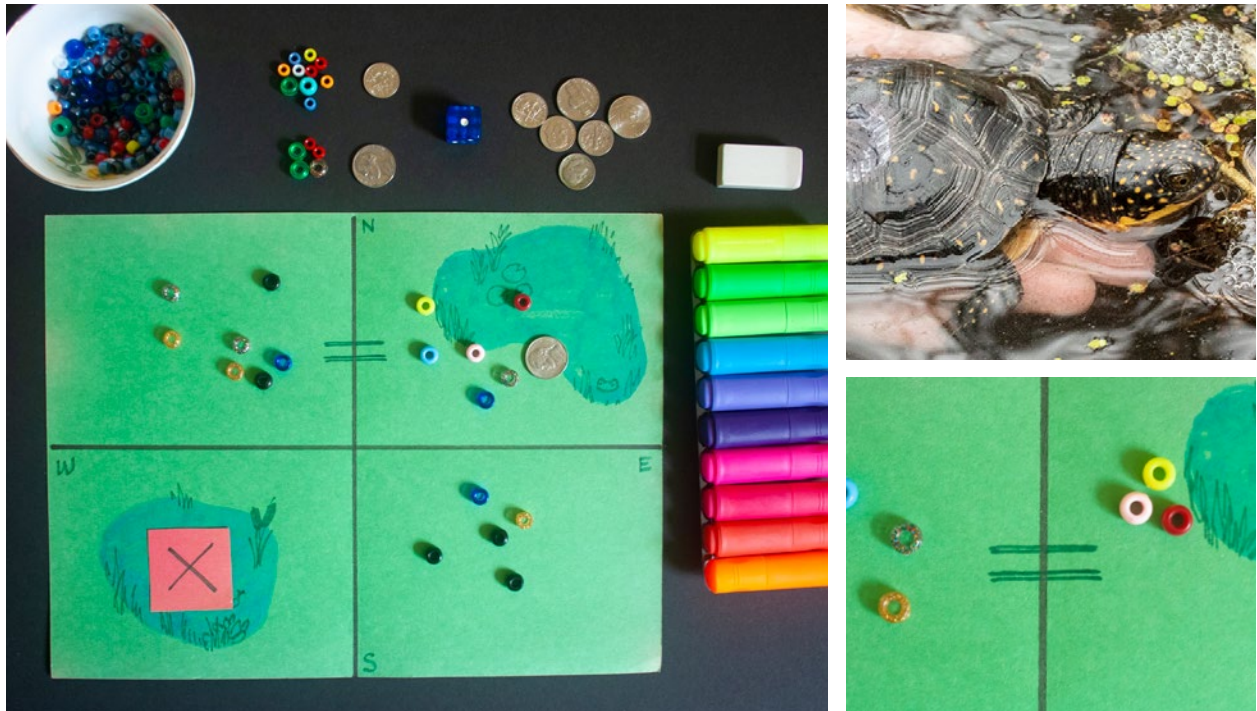


Over 350 species of turtles inhabit most of the world’s ecosystems; it’s no surprise they all look a little different! While all turtles have a shell that they call their home, turtles live all around the world in oceans, rivers, lakes, wetlands, forests, prairies and deserts. In this activity, explore turtle diversity and design a habitat where a turtle would feel at home!

- **There is great diversity in the 350+ species of turtles;** in this activity students will examine the variety of habitats and needs between species.
- **This activity kicks off as students compare and contrast the needs and habitats of three turtle species using the provided Turtle Diversity Info Sheets** (pages 6–8 of the activity). Individually or in pairs, have students choose a turtle to research and design a healthy turtle habitat.
- **Have students review and reflect on each other’s habitat designs.** This will help students determine any missing components in their designs and explain their thinking in greater detail.
- **As an extension, invite students to choose a different group of animals to research and design habitats for** such as frogs, birds or sharks.

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## ACTIVITY 2: RACE TO RESTORATION



Humans can negatively impact Earth’s biodiversity, but we can also innovate and develop solutions for habitat improvement. In this activity, students create a board game to explore the factors that can influence turtle habitats. By recording turtle population outcomes in a data table, students track how populations can fluctuate in response to external factors.

- **Invite pairs of students to create game boards together.** As an additional element, have students research wetland turtle habitats prior to creating their game boards so they can create unique and realistic scenes based on evidence.
- **After students have played the game, lead an engaging discussion concerning the different factors that disturb turtle ecosystems.** Are they easily preventable? Are they manmade or natural? What other stakeholders might care about preserving habitats?

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## ACTIVITY 3: HABITAT HERO



Some turtles can be speedy on land, but obstacles can make it challenging to move around their habitat. In this activity you will identify the physical barriers that prohibit turtles from finding a successful nesting site. As a Habitat Hero, you will develop solutions to common problems found in turtle habitats. After you complete this activity, you can complete your Habitat Hero Certificate and share your designs with us.

- **Have students work in pairs to discuss the problems they have identified and begin proposing solutions.** To explore threats to turtle habitats, students will examine two different pictures demonstrating disturbances near nesting sites.
- **Student creativity can shine as they work together to design solutions to the problems that they discover presented in the pictures.**
- **Lead a discussion with your students about the different types of solutions to habitat degradation.** Some solutions may be centered around preventing the issues in the first place, whereas others will be restoration oriented. Other solutions to consider are advocacy related such as letter writing and social media messaging and engineering alternatives (like constructing turtle bridges).
- **Hang the Habitat Hero certificates around your classroom** so students are reminded of their conservation pledges.



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## COMMON CORE CONNECTIONS:

### **CCSS.ELA-LITERACY.RI.3.5**

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

### **CCSS.ELA-LITERACY.RI.4.3**

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

### **CCSS.ELA-LITERACY.RI.4.4**

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

### **CCSS.ELA-LITERACY.RI.5.7**

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.



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## NGSS CONNECTIONS:

	GRADE 3	GRADES 3-5	GRADE 4
<b>Standard</b>	3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	3-5 ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
<b>Science and Engineering Practices</b>	Obtaining, evaluating, and communicating information	Constructing Explanations and Designing Solutions	Engaging in Argument from Evidence  Constructing explanations
<b>Disciplinary Core Ideas</b>	LS4.C: Adaptation  LS1.A: Structure and Function	Developing Possible Solutions	LS1.A: Structure and Function  LS4.C: Adaptation
<b>Cross-Cutting Concepts</b>	Patterns  Structure and Function	Influence of Science, Engineering, and Technology on Society and the Natural World	Structure and Function  Cause and Effect
<b>Activity</b>	Activity 1: Turtle Habitats  Activity 2: Race to Restoration	Activity 2: Race to Restoration  Activity 3: Habitat Hero	Activity 1: Turtle Habitats