

Sea Turtles

Grade Level: First Grade

Science Concept: Sea turtles

Relationship to California Science Standards:

Life science 2a – Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.

Learning objective:

Students will ask and answer their own questions related to sea turtles using the two provided worksheets and information.

Evaluation:

1. Formative- Listen and check that students have asked a question and have answered it with the resources that were provided.
2. Summative- Two worksheets turned in by each student.

Conceptual Background:

There are a vast number of turtle species in the world. Sea turtles are very popular among children and media alike. Exposure to these creatures through televisions and movies such as Finding Nemo (Disney, 2003), have made these creatures accessible and interesting to many. The design behind this lesson is to tap into the natural curiosity of children, have them think of and ask their own questions and then to research possible answers to those questions. There may be questions that students ask during this lesson that they may not have the resources to answer so encourage those students to seek additional resources to find an answer.

Lesson Implementation Plan: Engage students through showing a short piece of Finding Nemo. The part of the movie to show is when the sea turtles are in the EAC. After seeing this short piece of film, students will think of what they would like to learn about sea turtles and will then pose a question. Students will fill out the top portion of worksheet 1. Once students have written down their question on worksheet 1; students will then go to the different stations provided and try to find the answer to their question.

Engage- Show students the short piece of Finding Nemo. Ask students – “After watching this movie, I am wondering what you would like to know more about. I would like you to think of a question that you want an answer for. Please write the question on this paper (show students paper). There are 4 centers around the room. I want you to go around the room to the different stations and try to find an answer to your question.”

Explore- Students will move around the room freely to the different centers provided. Please tell students that they may move around to any and all centers at their own pace, but there can be no more than six students at each center. If there are already six students at each center, have the student choose another center to go to. As students are moving from center to center they should

be filling out worksheet 2, writing down important information found at each center for answering their questions.

Explain- Once the students have found the answer to their question or have been to every station and cannot find an answer have them come back together for further instructions. Students should then be grouped into groups of four or five where they will share their questions and findings. Once students have shared their questions have the students pick one student to share their question and findings with the class.

Elaborate- Using anything creative, students should create something that relates to their question. Whether it is an egg, a drawing of a sea turtle, or a painting of the ocean habitat the creation is up to the student and depends on their question.

Evaluate-

1. Formative – As students are sharing their questions and answers with their groups the teacher will be walking around listening and checking that students have asked a question and have answered it with the information provided by the teacher.
2. Summative - Students will turn in both of their handouts and their creation.

List of Materials:

- Books from the book list (center 1)
- Printouts of information from the internet resources (center 2)
- Videos on computers; see video references (center 3)
- Pictures of different types of sea turtles (center 4)
- Worksheet 1 – one for each student
- Worksheet 2 – one for each student
- Crayons, paint, watercolor, model magic, paper

Book List

- Davies, Nicola. (2001). One Tiny Turtle. Cambridge, MA: Candlewick Press.
- Ring, Susan. (2009). Where Should Turtle Be?. Mt. Pleasant, SC: Sylvan Dell Publishing.
- Serventy, Vincent. (1984) Turtle and Tortoise. Milwaukee, WI: Raintree Publishing.
- Wilsdon, Christina. (2010). Turtles. Pleasantville, NY: Gareth Stevens Publishing.

Internet Resources (Please make the decision based on the students in your class.)

- Science Master - http://www.sciencemaster.com/jump/life/sea_turtles.php
- The Kids Times (green sea turtle) - http://www.nmfs.noaa.gov/pr/pdfs/education/kids_times_turtle_green.pdf
- Green Sea Turtle Facts - <http://www.kidscantravel.com/familyattractions/abudabab/funstuffkids/index.html#funstuffkids>
- Green Sea Turtle - <http://library.thinkquest.org/6067/cgi-bin/Resources/turtles.html>
- Green Sea Turtle - <http://www.nestonline.org/GreenSeaTurtle.htm>

- Loggerhead Sea Turtle - <http://kids.nationalgeographic.com/kids/animals/creaturefeature/loggerhead/>
- The Kids Times (loggerhead sea turtle) - http://www.nmfs.noaa.gov/pr/pdfs/education/kids_times_turtle_loggerhead.pdf

Video Reference

- <http://www.arkive.org/green-turtle/chelonia-mydas/video-09g.html>
- <http://www.arkive.org/green-turtle/chelonia-mydas/video-09f.html>
- <http://www.arkive.org/green-turtle/chelonia-mydas/video-02b.html>
- <http://www.arkive.org/green-turtle/chelonia-mydas/video-08a.html>

Differentiation

Student A (Behavioral) – Student A will need to be in close proximity to the teacher at all times. This student does best when working at a center with only one or two other students at a time and those students need to be away from this student. The teacher should make sure that this student has a flow for the centers (eg. center one to center two; center two to center three; center three to center four).

Student B (Cognitive) – Student B will need additional support from the teacher to complete this assignment. The additional support will come from the teacher through the teacher providing prompting questions to help the student think about what they want to know. To help the student the teacher should read and approve the students question before they move onto researching the answer.

Student C (Cognitive) – Student C will gain additional support from a classmate to complete this assignment. The additional support will come from a classmate and they will do this assignment together in a partnership. The students will agree upon one or two questions and do the research together during the class. If Student C needs additional support the teacher will be walking around and will provide additional support.

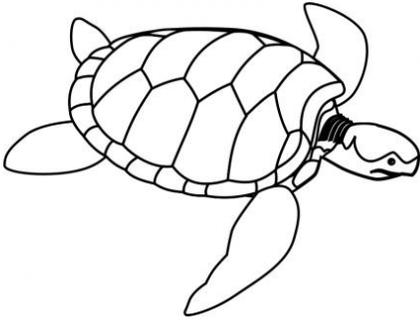
Student D (Affective) – Student D will have modifications made to the assignment so that they are fully capable of participating in this lesson. Some of the modifications that will be done are this student may work with a partner (just as Student C is doing), centers one, two and four will have additional material for this student so that they can work at their desk. Center three can be done in a wheel chair, the student will ride up to the computer and have a classmate or a partner navigate between the videos for Student D.

Student E (Language Demands) – Student E will have sentence stems. There will be _____ number of stems in which the student will choose one and use it to start their question. Student E will then rephrase their question in their answer to make answering their question easier.

Student F (Language Demands) – Student F will be allowed to write his/her question in his/her home language. This is very important due to the fact that this student has not been in the United States very long and does not know much English. To help the student understand the task the teacher will translate or provide visual clues about the task students are to do.

Student G (Language Demands) – Student G will be given additional time to complete this assignment. Student G will be given access to the material before the lesson begins and have additional time after the lesson is due for the rest of the class. The teacher will make sure to allot a longer wait time for this student to process the task at hand. The directions will be written in simple step by step format with visuals cues and can be written in their home language.

Sea Turtles – Worksheet 1



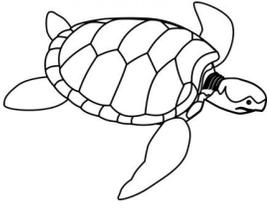
Name: _____

Date: _____

My question: _____

What I found through my research: _____

Sea Turtles – Worksheet 2



Name: _____

Date: _____

Notes Page

Center 1 – Books:

Center 2 – Information:

Center 3 – Videos:

Center 4 – Pictures:

