



## Sea Turtles Thematic Lesson Grades K-4

## Lesson 1: Reading

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The purpose of this lesson is to allow students to learn about sea turtles through reading.

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Standards Met:

|                                      | <b>K</b>                      | <b>1</b>                        | <b>2</b>                      | <b>3</b>                           | <b>4</b>                      |
|--------------------------------------|-------------------------------|---------------------------------|-------------------------------|------------------------------------|-------------------------------|
| <b>Science</b>                       | 1a,2a,2b,2c                   | 2a,2b, 2c,<br>3c, 4e            | 2a, 2b, 2c,<br>2d, 4c1c,      | 1c, 3a, 3b,<br>3c, 3d,             | 2a, 2b,<br>3a,3b,             |
| <b>English<br/>Language<br/>Arts</b> | 1.1, 1.2,<br>2.2, 2.5,<br>3.1 | 1.2, 1.3,<br>1.16, 2.6,<br>2.7, | 1.3, 1.6,<br>1.8, 2.3,<br>2.6 | 1.2, 1.3,<br>1.6, 2.2,<br>2.3, 2.4 | 1.1, 1.3,<br>1.6, 2.5,<br>2.6 |

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### Materials

- For K-3 classes : *Sea Turtles* by Gail Gibbons
  - For 2-4 grade classes: Read *One Tiny Turtle* by Nicola Davies
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### Suggested Procedure

- Read either or both of the two books.
- Check throughout lesson for comprehension and questions.
- Discuss key terms such as nesting, reptiles, shells, swimming and any other terms that may be unfamiliar.
- Ask students to retell the story

## Lesson 2: Writing

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The purpose of this lesson is to build off information learned in the previous lesson. Students will use journal or penpal writing to display their knowledge and questions about sea turtles.

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### Standards Met:

|                              | <b>K</b>                | <b>1</b>                  | <b>2</b>                | <b>3</b>                     | <b>4</b>                |
|------------------------------|-------------------------|---------------------------|-------------------------|------------------------------|-------------------------|
| <b>Science</b>               | 2b, 2c, 3a, 3b          | 2a, 2b, 2c, 4a, 4d, 4e    | 2a, 2b, 2c, 4c, 4d      | 3a, 3b, 3d, 5b               | 2a, 2b, 3a, 3b,         |
| <b>English Language Arts</b> | 1.1, 1.2, 2.2, 2.5, 3.1 | 1.2, 1.3, 1.16, 2.6, 2.7, | 1.3, 1.6, 1.8, 2.3, 2.6 | 1.2, 1.3, 1.6, 2.2, 2.3, 2.4 | 1.1, 1.3, 1.6, 2.5, 2.6 |

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### Materials

- Paper
  - Writing utensils
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### Suggested Procedure

- Pass out paper and writing utensils for each student
- Ask students to review the books read on the previous day
- Have students pair up and discuss their favorite parts of the book and information they learned.
- Have students write a journal entry or a letter to a pen pal discussing what they have learned about sea turtles. Students should also ask questions about sea turtles. See supplementary materials for samples.

### Lesson 3: Art

The purpose of this lesson is to use art as a means of teaching about the life cycle of a turtle using cooperative learning.

Standards Met:

|                                   | <b>K</b>       | <b>1</b>                | <b>2</b>           | <b>3</b>      | <b>4</b>                |
|-----------------------------------|----------------|-------------------------|--------------------|---------------|-------------------------|
| <b>Science</b>                    | 2a, 2c, 4d     | 2a, 2c, 4a              | 2b, 4a, 4d,        | 3b, 3d, 3e    | 3a, 6c                  |
| <b>Visual and Performing Arts</b> | 1.1, 1.2, 5.4, | 1.1, 1.3, 2.1, 2.6, 2.8 | 1.1, 1.2, 2.3, 2.4 | 1.2, 1.5, 3.3 | 1.1, 1.3, 1.4, 1.5, 2.1 |

### Materials

- blue construction paper
- green construction paper for
- brown construction paper
- Glue for each student
- Lifecycle booklets (1 per student)

### Suggested Procedure

- Divide students equally into four groups
- Give each group is assigned one pager of the lifecycle booklet to discuss.
- In their groups, students discuss the information on the assigned page.
- After discussing in groups, each group will present what they have learned to the class.
- After each presentation, students will use construction paper make a tear paper art project.
- As a class have a brief discussion about interesting facts learned
- Discuss key terms and the lifecycle of the turtle

## Lesson 4: Science

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The purpose of this lesson is to inform students about the environment turtles live in. It will also show sources and food and dangers turtles face.

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Standards Met:

|                                   | <b>K</b>                           | <b>1</b>               | <b>2</b>        | <b>3</b>           | <b>4</b>           |
|-----------------------------------|------------------------------------|------------------------|-----------------|--------------------|--------------------|
| <b>Science</b>                    | 2a, 2c, 3a, 3b, 3c, 4a, 4b, 4c, 4d | 2a, 2b, 2c, 3c, 4d, 4e | 2a, 2b, 2c, 2d, | 3b, 3c, 3d, 3e, 5b | 2a, 2b, 3a, 3b, 6c |
| <b>Visual and Performing Arts</b> | 1.2, 5.4                           | 1.1, 2.6, 2.8,         | 1.1, 1.2, 2.4,  | 1.2, 3.3           | 1.1, 1.4, 2.1      |

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### Materials

- Several age appropriate books about turtles and the environment
  - Comic book patterns; see supplementary materials
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### Suggested Procedure

- Divide students into three big groups
- Assign each group each an issue: environment, food sources, and dangers turtles face
- Students are to use book to find information about their topic
- Each group (or individual) is to write a comic strip about the topic
- Have the class post their comic strip on the board
- Invite students to view the “comic gallery”

## Lesson 5: Physical Education

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By now, students have learned of the difficult life of sea turtles. This physical education lesson will allow students to feel how difficult moving and avoiding dangers can be.

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Standards Met:

|                           | <b>K</b>                             | <b>1</b>              | <b>2</b>               | <b>3</b>         | <b>4</b> |
|---------------------------|--------------------------------------|-----------------------|------------------------|------------------|----------|
| <b>Science</b>            | 3c                                   | 2c                    | 1c                     | 3b, 3d           | 3a, 3b   |
| <b>Physical Education</b> | 1.2, 1.6,<br>1.7, 1.10,<br>1.11, 3.1 | 1.1, 1.4,<br>2.2, 3.1 | 1.1, 1.5,<br>1.17, 3.6 | 1.1, 3.2,<br>3.7 | 3.7, 5.3 |

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Materials:

- Five cardboard boxes – these will function as turtle shells. They should be decorated ahead of time to resemble a turtle. The decorations can be by students or the teacher
  - Yarn -- to tie the ‘turtle shells’ on
  - obstacle course made by the teacher
  - Plastic bottles- another harmful materials to sea turtles
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Suggested Procedure

- Tie cardboard boxes onto students
- Have students crawl through an obstacle course and perform tasks (based on student abilities)
- During the course of the game, dangers should exist.
- Ask students how they would deal with those obstacles and dangerous materials
- At the end of the lesson, the class should reflect on
  - Dangers turtles encounter
  - What they can do to help protect sea turtles and the environment