



# UNIT SIX



# ADDITIONAL RESOURCES





# UNIT SIX: ADDITIONAL RESOURCES

Science Expectations met in this unit:

Activity Number: Activity Name	Strand	Specific Expectations		
		Understanding Basic Concepts	Developing Skills of Inquiry, Design and Communication	Relating Science and Technology to the World Outside the School
23: At The Zoo... Turtle Scavenger Hunt	Grade 4 – Habitats and Communities	1, 4		
	Grade 6 – Diversity of Living Things			
	Grade 7 – Interactions Within Ecosystems			
24: New Turtle Species Discovered!	Grade 2 – Growth and Changes in Animals	1, 4, 8	1, 2, 3, 4, 5	1, 4, 6
	Grade 4 – Habitats and Communities	1, 2, 4, 5	1, 2, 3, 5	
	Grade 7 – Interactions Within Ecosystems	2, 3	1, 3, 5	
25: Scenes From A Shell	Grade 2 – Growth and Changes in Animals	2, 4, 8	1, 5	4
	Grade 6 - Diversity of Living Things		1, 4	5



## ACTIVITY #23: AT THE ZOO... TURTLE SCAVENGER HUNT

Visit each of the four major pavilions and discover the variety of turtles to be found. Use your skills of observations to answer the following questions.

1. Find the turtle that is named after a river in Australia.

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2. Find the “Snappy Survivor” poster and record the name of the turtle located beside it.

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3. Find the name of the organization you would contact for more information on the “Snappy Survivor” program.

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4. Name the species of turtle that plays with objects.

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5. Name the species of turtle that is related to the Alligator Snapping Turtle.

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6. Name the turtle with the red-coloured shell.

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7. Name two species of turtles that are also known as pig-nosed.

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8. Find the name of the “animated pancake” turtle.

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9. Find the turtle species that uses its tongue as bait.

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10. Find the turtle species that shares habitat with the Sea Otters and the Beavers.

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11. Find the name of the turtle species found next to the Beavers.

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12. Name a tortoise species at the Toronto Zoo.

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13. What turtles in the Indo Malaya Pavilion are in trouble?

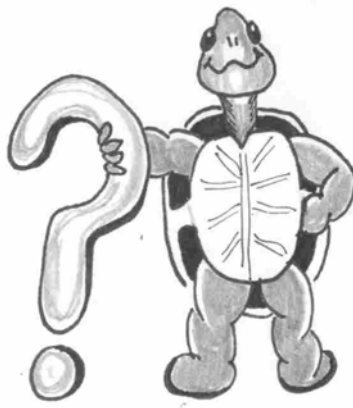
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## ACTIVITY #23: AT THE ZOO... TURTLE SCAVENGER HUNT – ANSWER SHEET

Visit each of the four major pavilions and discover the variety of turtles to be found. Use your skills of observations to answer the following questions.

1. Find the turtle that is named after a river in Australia. **Fly River Turtle**
2. Find the “Snappy Survivor” poster and record the name of the turtle located beside it. **Alligator Snapping Turtle**
3. Find the name of the organization you would contact for more information on the “Snappy Survivor” program. **Adopt-A-Pond at the Toronto Zoo**
4. Name the species of turtle that plays with objects. **Nile Softshell Turtle**
5. Name the species of turtle that is related to the Alligator Snapping Turtle. **Common Snapping Turtle**
6. Name the turtle with the red-coloured shell. **Black-Breasted Leaf Turtle**
7. Name two species of turtles that are also known as pig-nosed. **Fly River Turtle, Eastern Spiny Softshell Turtle, Nile Softshell Turtle**
8. Find the name of the “animated pancake” turtle. **Nile Softshell Turtle**
9. The turtle species that uses its tongue as bait. **Alligator Snapping Turtle**
10. Find the turtle species that shares habitat with the Sea Otters and the Beavers. **Common Snapping Turtle**
11. Find the name of the turtle species found next to the Beavers. **Midland Painted Turtle**
12. Name a tortoise species at the Toronto Zoo. **Home’s Hingeback Tortoise**
13. What turtles in the Indo Malaya Pavilion are in trouble? **Southeast Asian turtles**



## ACTIVITY #24: NEW TURTLE SPECIES DISCOVERED!

### TOPIC

What traits and adaptations classify a turtle?

### BACKGROUND INFORMATION

Students will have to know the basic characteristics of a turtle and the different types of feeding modes (carnivore, omnivore, herbivore) that exist in nature. Students will also have to understand the role of turtles in the food web as well as the adaptations necessary for its particular habitat.

### MATERIALS

Student work sheet

### METHOD

In this activity, students will act as *herpetologists* (scientists who study reptiles and amphibians) who have recently discovered a new species of turtle. Their task is to write a report for a press conference that states the following information:

- a) The name of your turtle
- b) A description of the turtle
- c) What type of habitat the turtle lives in
- d) Identify as a carnivore, omnivore or herbivore
- e) The turtle's diet
- f) If it has any predators
- g) What special adaptations it has to live in its habitat

### EXTENSIONS

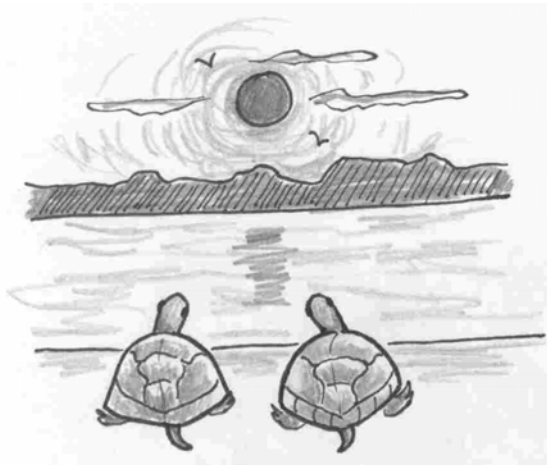
1. Devise groups of 4-5 students. Have students give their presentation to their peers. Allow group members to ask questions, as reporters would do at a real press conference. Pair students off and have each student write a newspaper report on the information that was given in each other's press conference.
2. Have students create a diorama of their new turtle species in its habitat.
3. Have students role-play the behaviour their turtle species displays when threatened, when hunting for food, etc.

***NEWS FLASH! NEW TURTLE SPECIES  
DISCOVERED BY LOCAL SCIENTIST!***

You are a famous **herpetologist** (a scientist who studies reptiles and amphibians). While vacationing with your family in Northern Ontario, you find a turtle that is not found on the Turtles of Ontario Identifier card. After further research, you realize that this turtle species has never been discovered.

You have decided to go public with your discovery at a press conference. In order to prepare, you need to write up a report stating:

- a) The name of your turtle
- b) A description of the turtle
- c) What type of habitat the turtle lives in
- d) Identified as a carnivore, omnivore or herbivore
- e) The turtle's diet
- f) If it has any predators
- g) What special adaptations it has to live in its habitat



## ACTIVITY #25: SCENES FROM A SHELL

### TOPIC

What is life as a turtle like? (Intended as a culminating activity for this resource)

### BACKGROUND INFORMATION

Turtle conservation begins with an understanding and appreciation of this unique creature. For more information on turtles, see Unit One: Turtles of Ontario, Unit Two: Turtle Biology, Unit Three: Turtle Ecology and Unit Five: Turtle Conservation.

### MATERIALS

“Scenes from a Shell” cards (page 128) → photocopy and cut out. One set per group.

Timer or clock

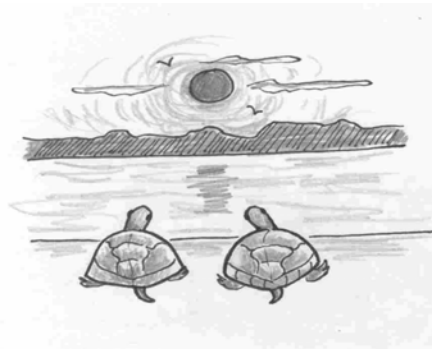
Hat or box, bag, etc.

### METHOD

Divide class into 4-5 groups of students. Distribute one set of “Scenes from a Shell” cards per group. Have students fold cards in half and put into a hat, box, etc. A student in each group should select a scene from the hat to act out. Once selected, the student has 3 minutes to decide how to accomplish the task mentioned in the scene and to act out the entire scenario (including the solution). Encourage creativity (for example: have students come up with something other than hiding in their shells). They may use any props available to accomplish this task. Once the 3 minutes are up, they must present their scene to their group members. Each group member should be given a turn to select and act out a scene. Each student has a maximum of 3 minutes to present their scene.

### EXTENSIONS

Have students write a reflective journal on how they would feel if they were the turtle in each of the scenes presented.



## ACTIVITY #25: SCENES FROM A SHELL

You are a new leatherback turtle hatchling just emerging from your egg. What challenges do you face as you make your way to the ocean?

You are a turtle living in a wetland during the fall. What do you need to do to survive the cold winter?

You are a small painted turtle feeding on some vegetation. You sense a predator close by. What do you do to protect yourself?

You are a student who sees a snapping turtle trying to cross the road to nest on the other side. What can you do to make sure that the turtle crosses the road safely?

You are a turtle just waking up from hibernating all winter long. You are really cold. What can you do to warm yourself up?

You are a female turtle who is nesting. Describe where and how you prepare your nest.

You are a spiny softshell turtle. You usually nest on a sandy beach. You have noticed that there are houses, people and fire pits on your beach. What do you do?

You are a student at an elementary school near a wetland. What can you do to help turtles?

