



ACTIVITY #3: ONE OF THESE THINGS IS NOT LIKE THE OTHER...

TOPIC

Why are animals classified the way they are? What characteristics determine classification?

BACKGROUND INFORMATION

For additional information, refer to Turtles of Ontario Fact Sheets (pages 10-26) or “Turtles of Ontario” poster or Turtle Identifier Cards (pages 37-40), or web page www.torontozoo.com/adoptapond.

MATERIALS

Turtle Identifier Cards (pages 37-40). Photocopy one set per group, and cut into individual cards.

Construction paper

Glue

Paper

Pens/pencils

METHOD

Divide class into small groups of 4-5 students. Distribute one set of Turtle Identifier Cards to each group. Ask students to first classify their turtles by size. The teacher should walk around to the different groups asking how students determined their classifications. Once the students have completed the task, have them walk around to other groups to see how each group classified their turtles. Ask students if size is a good way to classify organisms and why. (Students will realize that size is only one method of classifying organisms. Every person has a different idea of what small, medium and large is.)

Next, have students brainstorm other characteristics they can use to classify their turtles, using the information on their cards (colour, diet, habitat, terrestrial versus aquatic). Once they have completed brainstorming, students should classify their turtles and paste their classification system on a piece of construction paper.

List the threats to Ontario’s turtles. Are they similar for each species?

ACTIVITY #4: GUESS WHO?



TOPIC

What characteristics define each species of turtle?

BACKGROUND INFORMATION

Students should know the distinguishing features of all the Ontario turtles. For additional information, refer to Turtles of Ontario Fact Sheets (pages 10-26) or “Turtles of Ontario” poster.

MATERIALS

Turtle Identifier Cards (one card per student)
Masking tape or safety pins (to attach to shirt)

METHOD

This activity serves as a follow-up to previous “Turtles of Ontario” activities, once the students are familiar with these facts.

Pair off the students. Distribute one Turtle Identifier Card per student. Have one student tape their card to their partner’s back, ensuring that their partner does not see what species of turtle they are. Once every student has a card affixed to his or her back, students will stand up and mingle with the whole class. The object is for each student to discover what species of turtle they are. Students can only achieve this by asking each other questions that can be answered “Yes” or “No”. For example, “Do I have a soft shell?”