

guides and the Adopt-A-Pond website. Predict what turtles you will find and think about where good nesting sites might be.

Pair students for the walk and distribute Turtle Tally sheets and Identifier guides.

Ensure students move quietly in the wetland. Have students make note of any turtle sighting, along with possible turtle nesting sites and turtle crossing areas.

If possible, use flagging tape or sticks to mark nest sites. Have students fill out their Turtle Tally sheets appropriately.

Back in the classroom, tally all of the students' results and draw a bar graph as a class. Have students individually graph their tallies for evaluation.

Note: Students may provide weekly observation of turtles from their first basking in April/May to egg laying in late May and early June. This is a good end of year activity to wrap up the Turtle Tally.

## CURRICULUM ACTIVITY CHAPTER TWELVE WHAT ELSE CAN WE DO? TEACHER BACKGROUND



The activities included in this chapter allow students to use information acquired throughout the activities to write and report on turtles and Species at Risk. Media literacy is also included in these activities which can be used in the public realm, such as a local newspaper. This gives the opportunity for other community members to learn about turtles, their importance both ecologically and culturally, and the important work young people are completing in the community.

### ACTIVITY

#### 12.1- WRITING FOR TURTLES

This activity incorporates writing with knowledge that has been acquired about turtles. In addition, this activity will work well for students with interpersonal, verbal/linguistic, and visual/spatial learning styles.

##### Materials:

- Paper and Writing tools
- *Thirteen Moons* illustrations completed in Activity 3.1

##### Steps:

Review the writing process, beginning with developing ideas through to producing finished works.

Share a variety of picture books and review the Thirteen Moons on a Turtle's Back teaching.

Have students brainstorm within small groups to create a picture book storyline for younger students. The illustrations for the storybook will include the Thirteen Moons illustrations created in Activity 3.1; ensure students are creating a storyline that is applicable to those images. Students can

determine which images they will use for each moon, and will display a combination of all artists' work. Completed books will be shared during Chapter Thirteen – CELEBRATION.

#### 12.2- WRITE A REPORT

Addressing the technology/media-based applications for learning strategies, students will engage with media production to demonstrate learning acquired about turtle species and conservation efforts.

##### Materials:

- Paper and writing tools
- Example of a newspaper article
- 'Inverted Pyramid Format' sheet (located in Activity Worksheets section of document)

##### Steps:

Hold up a sample front page from a selected newspaper. Ask students what they notice about the format that is different from other texts they read (ie. black and white ink, graphics, headline, column format).

Have students brainstorm as a class what goes into a community newspaper article (who, what, when, where, why). Please see the 'Inverted Pyramid Format' sheet.

Each student individually prepares an article for Turtle Tally News based on their own experience with the challenges and information they have collected. This process begins with brainstorming and developing ideas, ending with producing a finished work.

Have students illustrate an image, or find an image online that is relevant to the information in their article.

