Bay Area Scientists in Schools Presentation Plan

Lesson Name______ The Differences Between Turtles and Tortoises

Developed by______ Brandy Barnett & Zahira Begum Grade ____1____

Related CA Science Standards and Vocabulary
Specific standards and new vocabulary related to lesson

CA Science Standard(s): Different external features of living things help them thrive in different environments. Needs of living things and how animals meet needs

Vocabulary Definitions:
- Carapace – top shell
- Plastron – bottom shell
- Flippers – webbed feet
- Beak – sharp mouth with no teeth
- Shell – fingernail-like covering attached to the skin

Materials and Preparation in Classroom
Required materials and classroom set-up for complete lesson.

Volunteer Brings: Animals, food, sanitizing wipes

Classroom Needs: Chalkboard, paper towels for possible accidents, access to about 2-3 gallons of water

Set-Up Requirements: Clear floor space to set up a circle or half circle for kids to sit in and allow animals to move around in front of them.

Introduce and Engage
Making personal connections, engaging curiosity, building connections to kids’ experiences

Personal Introduction: What do you do for work, hobbies, play? Why are you interested in this topic?
I work and take classes at CSUEB. I have two horses, a dog, two tortoises, and three turtles. I love all of my animals and enjoy their company. It is important for me to know all about them so that I can properly care for them.

Building Connections to Kids’ Experiences:
Have they seen turtles before? Have they seen them in movies? I can show them the turtles and tortoises up close and let them touch them. I can also let the tortoises eat in front of them.


**Learning Experiences**

What kids will see, do, hear, touch, taste or make. These can include any combination of demonstrations, hands-on activities, and pictures that helps kids explore new ideas. Describe specific experiences in the order you plan, including instructions you need to give students.

While showing the animals I am going to explain the differences and similarities in them, including habitat, diet, activities, and defenses.

I will ask for their personal experiences with similar animals.

I will talk about how some turtles and tortoises are endangered and what they could do to help.

I will then review what they have learned using a VEN diagram (two big circles overlapping) on the board, as well as vocabulary.

If time allows I will ask the children to draw their favorite turtle or tortoise.

**Sharing Experiences & Building Ideas**

How kids will share experiences and build links to ideas and vocabulary.

**Sharing and Interpretation:** *Questions to invite sharing and guide interpretation of experiences.*

Have they seen turtles before, maybe at the zoo? What did the different shells feel like?

**Closing Statements:** Connect experiences to larger world, big ideas, vocabulary.

Endangered Species like sea turtles that are protected by law. Talk about celebrity turtles like Crush from Nemo.

**Follow-Up Activities**

Ideas for follow-up activities, your favorite kid books, things to notice.

Ask Teacher and kids to write a letter about what they learned. Include drawings!

**Reading Connections:**