Endangered Species Research and Vocabulary Test

Grade 4 – Languages

Endangered Species Research and Vocabulary Test

Turtle Guardians

Lesson Details

Grade Level:	4	Curriculum Links:	Languages, Science and Technology	Time Needed:	50 minutes
Learning Goal		To be tested on and learn vocabulary related to the IUCN (International Union for Conservation of Nature) Red List of threatened species.			
Success Criteria		By the end of the lesson, students should be able to correctly spell and define vocabulary related to threatened and endangered species and become more aware of the IUCN Red List.			
Specific Expectations		*Languages – Writing: Apply Knowledge of Language Conventions and Presenting Written Work Effectively* • Spell familiar words correctly; • Spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling; • Confirm spellings and word meanings or word choice using different types of recourses appropriate for the purpose. *Science and Technology – Understanding Life Systems: Habitats and Communities* • Identify reasons for the depletion or extinction of a plant or animal species, evaluate the impacts on the rest of the natural community, and propose possible actions for preventing such depletions or extinctions from happening; • Use appropriate science and technology vocabulary, including: habitat, population, community, adaptation, and food chain, in oral and written communication.			
Materials Needed		Worksheet (attached), Pencil, Computer and Internet Access.			

Lesson Description

Overview	Read aloud the different words associated with turtles to the students and have them write down how they think the word is spelled. Students will then match a different set of words to their appropriate definition and conduct research about the IUCN Red List.
Activity	1. Hand out the first page from the attached worksheet (Spelling Test). One by one, read aloud the different words associated with turtles and the IUCN Red List. 2. After each word is read, have the students write down how they think each word is spelled on the attached worksheet. 3. Students will then complete the rest of the worksheet independently. Students will require computer and internet access to conduct research in order to complete part of the worksheet. 4. Optional: Take up the worksheet together as a class.
Blacklist Masters	• Worksheet (attached) • Video Link(s): Threats to Ontario Turtles • For more information, please visit https://www.iucnredlist.org/
Place-Based Learning	Students are encouraged to visit a natural area and describe what they see, trying to find objects related to the words they were tested on.
Inquiry-Based Learning	Using **Structured Inquiry**, the students will first listen to the words associated with turtles, then write down how they think the word is spelled.

Lesson Description

	Ask the students: • What words do you already know that are associated with turtles? • What does the word 'endangered' or 'threatened' mean to you? • How are turtles being endangered and threatened in nature? How can we help them?
Turtle Stories	What words do you know that are associated with turtles? Have you seen these words/objects in nature? Visit a natural area, like a wetland, to try to find the words that you were just tested on. Students are encouraged to share their experiences, pictures, and worksheet on the Turtle Stories website, found here: https://www.turtlestories.ca/
Turtle Guardian Program Links	In **Level 1** (Ontario Turtle Identification) of the **Turtle Guardian Program**, students will learn how to identify all 8 species of Ontario's turtles and the threats they face. For more information, please visit https://www.turtleguardians.com/what-is-a-turtle-guardian/

My Notes

Vocabulary Test and IUCN Research

Turtle Guardians

Spelling Test

1. **Endangered** → There are turtle species that are *endangered* and need help.
2. **Population** → The number of organisms of the same species that live in the same area is known as a *population*.
3. **Vulnerable** → A species that is *vulnerable* is safer than endangered.
4. **Assessment** → Scientists can conduct an *assessment* to learn more about an animal or plant.
5. **Extinct** → A species that is no longer in existence is considered *extinct*.
6. **Distribution** → *Distribution* is the general structure of the species population.
7. **Evaluated** → A species must be *evaluated* to determine its Red List category.
8. **Species** → There are 8 *species* of Ontario Turtles.
9. **Information** → Today you will gather *information* about the Ontario Turtles.
10. **Abundance** → There is an *abundance* of students in this classroom.

Circle the Correct Definition for Each Word

1. Endangered
   a. Better than threatened but worse than extinct
   b. Worse than threatened and better then extinct
   c. The same thing as extinct

2. Species Abundance
   a. The number of individuals per species
   b. The evenness of distribution of individuals among a species in a community
   c. Both a) and b)

3. Vulnerable
   a. A species that is easy to break
   b. A species that is likely to become endangered
   c. A species that can become easily damaged

4. Distribution
   a. The geographical area within which that species can be found
   b. The variation in the species population density
   c. The general structure of the species population

5. Threatened
   a. Any species that is likely to become endangered within the foreseeable future
   b. Any species that is likely to become extinct within the foreseeable future
   c. Any species that is likely to become data deficient within the foreseeable future

Q1. What does IUCN stand for?

_The International Union for Conservation of Nature_____

Q2. What is the IUCN Red List?

_A critical indicator of the health of the world's biodiversity. It is a powerful tool to inform and catalyze action for biodiversity conservation and policy change, critical to protecting nature._____

Q3. What are the 9 categories that the IUCN Red List is divided into?

1. _Not Evaluated_____

2. _Data Deficient_____

3. _Least Concern_____

4. _Near Threatened__

5. _Vulnerable_____

6. _Endangered_____

7. Critically Endangered

8. _Extinct in the Wild_

9. _Extinct_____

Q4. Who uses the IUCN Red List?

_A variety of people, governments, and organisations. International policy makers, government agencies, wildlife departments, and NGO's._____

Q5. Why are Least Concern species included on the IUCN Red List?

_Some least concern species are undergoing slow declines so it's important to monitor these species and to develop a plan._____

Q6. How can a species come back from being extinct?

_After living individuals are found. These are so-called 'Lazarus' species. Situations such as these can occur as the result of the 'Romeo' error: when a species is declared extinct, while it is still alive._____

Q5. Using the Red List database, find the following Ontario Turtle species and fill in the information:

1. Species: Snapping Turtle   **Red List Category:** <u>Least Concern</u>

    a. Threats:
      <u>Residential & Commercial Development, Transportation & Service Corridors, Biological Use, Pollution</u>

    b. Conservation Actions in Place:
      <u>In-Place Land/Water Protection, In-Place Species Management</u>

2. Species: Wood Turtle   **Red List Category:** <u>Endangered</u>

    a. Threats:
      <u>Residential & Commercial Development, Agriculture & Aquaculture, Energy Production & Mining, Transportation & Service Corridors, Biological Resource Use, Human Intrusions & Disturbance, Natural System Modifications</u>

    b. Conservation Actions in Place:
      <u>In-Place Land/Water Protection, In-Place Education</u>

3. Species: Painted Turtle   **Red List Category:** <u>Least Concern</u>

    a. Threats:
      <u>Residential & Commercial Development, Transportation, Biological Use, Pollution</u>

    b. Conservation Actions in Place:
      <u>In-Place Land/Water Protection</u>

4. Species: Northern Map Turtle **Red List Category:** <u>Least Concern</u>

    a. Threats:
      <u>Residential & Commercial Development, Transportation & Service Corridors, Biological Resource Use, Natural System Modifications, Pollution</u>

    b. Conservation Actions in Place:
      <u>In-Place Education</u>

5. Species: Spotted Turtle   **Red List Category:** <u>Endangered</u>

    a. Threats:
      <u>Residential & Commercial Development, Agriculture & Aquaculture, Transportation & Service Corridors, Biological Resource Use, Natural System Modifications, Invasive * Other Problematic Species, Genes & Diseases, Pollution, Climate Change & Severe Weather</u>

    b. Conservation Actions in Place:
      <u>In-Place Land-Water Protection</u>

Turtle Guardians

Vocabulary Test and IUCN Research

Turtle Guardians

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Circle the Correct Definition for Each Word

1. Endangered

    a. Better than threatened but worse than extinct

    b. Worse than threatened and better then extinct

    c. The same thing as extinct

2. Species Abundance

    a. The number of individuals per species

    b. The evenness of distribution of individuals among a species in a community

    c. Both a) and b)

3. Vulnerable

    a. A species that is easy to break

    b. A species that is likely to become endangered

    c. A species that can become easily damaged

4. Distribution

    a. The geographical area within which that species can be found

    b. The variation in the species population density

    c. The general structure of the species population

5. Threatened

    a. Any species that is likely to become endangered within the foreseeable future

    b. Any species that is likely to become extinct within the foreseeable future

    c. Any species that is likely to become data deficient within the foreseeable future

**Visit iucnredlist.org
to answer the following questions.**

Q1. What does IUCN stand for?

_____

Q2. What is the IUCN Red List?

_____
_____
_____

Q3. What are the 9 categories that the IUCN Red List is divided into?

1. _____   4. _____   7. _____

2. _____   5. _____   8. _____

3. _____   6. _____   9. _____

Q4. Who uses the IUCN Red List?

_____
_____

Q5. Why are Least Concern species included on the IUCN Red List?

_____
_____

Q6. How can a species come back from being extinct?

_____
_____
_____

Q7. Using the Rest List database, find the following Ontario Turtle species and fill in the information:

1. **Species:** Snapping Turtle   **Red List Category:** _____

    c. **Threats:**

    _____

    d. **Conservation Actions in Place:**

    _____

2. **Species:** Wood Turtle   **Red List Category:** _____

    e. **Threats:**

    _____

    f. **Conservation Actions in Place:**

    _____

3. **Species:** Painted Turtle   **Red List Category:** _____

    g. **Threats:**

    _____

    h. **Conservation Actions in Place:**

    _____

4. **Species:** Northern Map Turtle   **Red List Category:** _____

    i. **Threats:**

    _____

    j. **Conservation Actions in Place:**

    _____

5. **Species:** Spotted Turtle   **Red List Category:** _____

    k. **Threats:**

    _____

    l. **Conservation Actions in Place:**

    _____

Turtle Guardians