

# I Am A Turtle

Grade 2 – Visual Art



## Lesson Details

<b>Grade Level:</b>	2	<b>Curriculum Links:</b>	Visual Art, Science and Technology	<b>Time Needed:</b>	45 minutes
<b>Learning Goal</b>	To learn about turtles and create various drawings about them.				
<b>Success Criteria</b>	By the end of this lesson, students will understand various aspects of a turtle (such as characteristics, where they live, what they eat, etc.) and have created a drawing based on their understanding.				
<b>Specific Expectations</b>	<p><i>Visual Art – Elements of Design</i></p> <ul style="list-style-type: none"> <li>• Create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their own community or observations of nature;</li> <li>• Demonstrate an understanding of composition, using principles of design to create narrative artworks or art works on a theme or topic;</li> <li>• Explain how elements and principles of design are used to communicate meaning or understanding their own and other’s artwork.</li> </ul> <p><i>Science and Technology – Understanding Life Systems: Growth and Changes in Animals</i></p> <ul style="list-style-type: none"> <li>• Identify and describe major physical characteristics of different types of animals;</li> <li>• Use appropriate science and technology vocabulary, including: lifecycle, migration, adaptation, body coverings, and classify, in oral and written communication.</li> </ul>				
<b>Materials Needed</b>	Worksheet (attached), Example Sheet (attached), Pencil, Pencil Crayons, Markers, Crayons, Appropriate Outdoor Clothing (Rainboots).				

## Lesson Description

<b>Overview</b>	After a visit to a natural area, students will first write sentences or words that are associated with turtles, then create a series of drawings to go along with their words.
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. To begin, bring the students to a natural area where you might find a turtle (E.g. a wetland, pond, lake, river, etc.).</li> <li>2. While at the natural area, discuss with the students what a turtle looks like, why a turtle would live there, what food they might eat, etc. You may choose to write these words/phrases from the students down.</li> <li>3. Back at the classroom introduce the assignment to the class and share the words/phrases once again with the class from the trip to the natural area.</li> <li>4. Students should write the word turtle vertically on their paper and write their associated phrases and words branching off each letter (see attached Example Page).</li> <li>5. Next, students should draw an illustration based on each phrase/word they write (E.g. if they write that the turtle is swimming underwater, then they should draw a picture of a turtle swimming).</li> <li>6. Optional: Once complete, hang the pictures around the classroom for everyone to admire.</li> </ol>
<b>Blacklist Masters</b>	<ul style="list-style-type: none"> <li>• Worksheet (attached)</li> <li>• Example Sheet (attached)</li> <li>• Video Link(s): <a href="#">Ontario Turtle Identification</a> and <a href="#">Wetlands and Turtles in Ontario</a></li> </ul>

## Lesson Description

	<ul style="list-style-type: none"> <li>For more information, please visit <a href="https://www.turtleguardians.com/sample-page/">https://www.turtleguardians.com/sample-page/</a></li> </ul>
<b>Place-Based Learning</b>	Students will explore a local natural area to gather information about a turtle's home, their diet, their characteristics, etc. They will then apply this knowledge to a creative art piece about their local natural area and turtles.
<b>Inquiry-Based Learning</b>	Using <b>Structured Inquiry</b> , students will investigate various aspects about a turtle's life and create an art piece to illustrate their understanding.  Ask the students: <ul style="list-style-type: none"> <li>What do you know about turtles?</li> <li>What does a turtle look like?</li> <li>Where does a turtle live?</li> <li>What does a turtle eat?</li> </ul>
<b>Turtle Stories</b>	Today you drew images of a turtle's life, where it lives, what it eats, etc. Try using a different medium to create a turtle - make a turtle from only recyclables. Students are encouraged to share their experiences, pictures, and worksheets on the Turtle Stories website, found here: <a href="https://www.turtlestories.ca/">https://www.turtlestories.ca/</a>
<b>Turtle Guardian Program Links</b>	After completing <b>Level 1</b> (Ontario Turtle Identification) of the <b>Turtle Guardian Program</b> , students can move onto <b>Level 2</b> (Wetland Watchers). In this level the students learn how to monitor wetland habitats, contribute to knowledge of wildlife-biology in the region, and are able to adopt a wetland to monitor for turtles, birds, and other animals. For more information, please visit <a href="https://www.turtleguardians.com/what-is-a-turtle-guardian/">https://www.turtleguardians.com/what-is-a-turtle-guardian/</a>

## My Notes

# I Am A Turtle - Examples

**T**ake my time and walk slowly

**U**nderwater is where I swim

**R**eptile is what I am

**T**ake my home wherever I go

**L**aying eggs

**E**ndangered in nature

tur **T**les have a shell

to **U**gh shell

Can be g **R**een in colour

hiberna **T**e in shell

hide in my she **L**l from predators

mov **E**ble home



# I Am A Turtle

**Write the word TURTLE vertically down the page.**

**Use each letter in TURTLE to create sentences that relate to turtles.**

**Then draw pictures that relate to each sentence.**