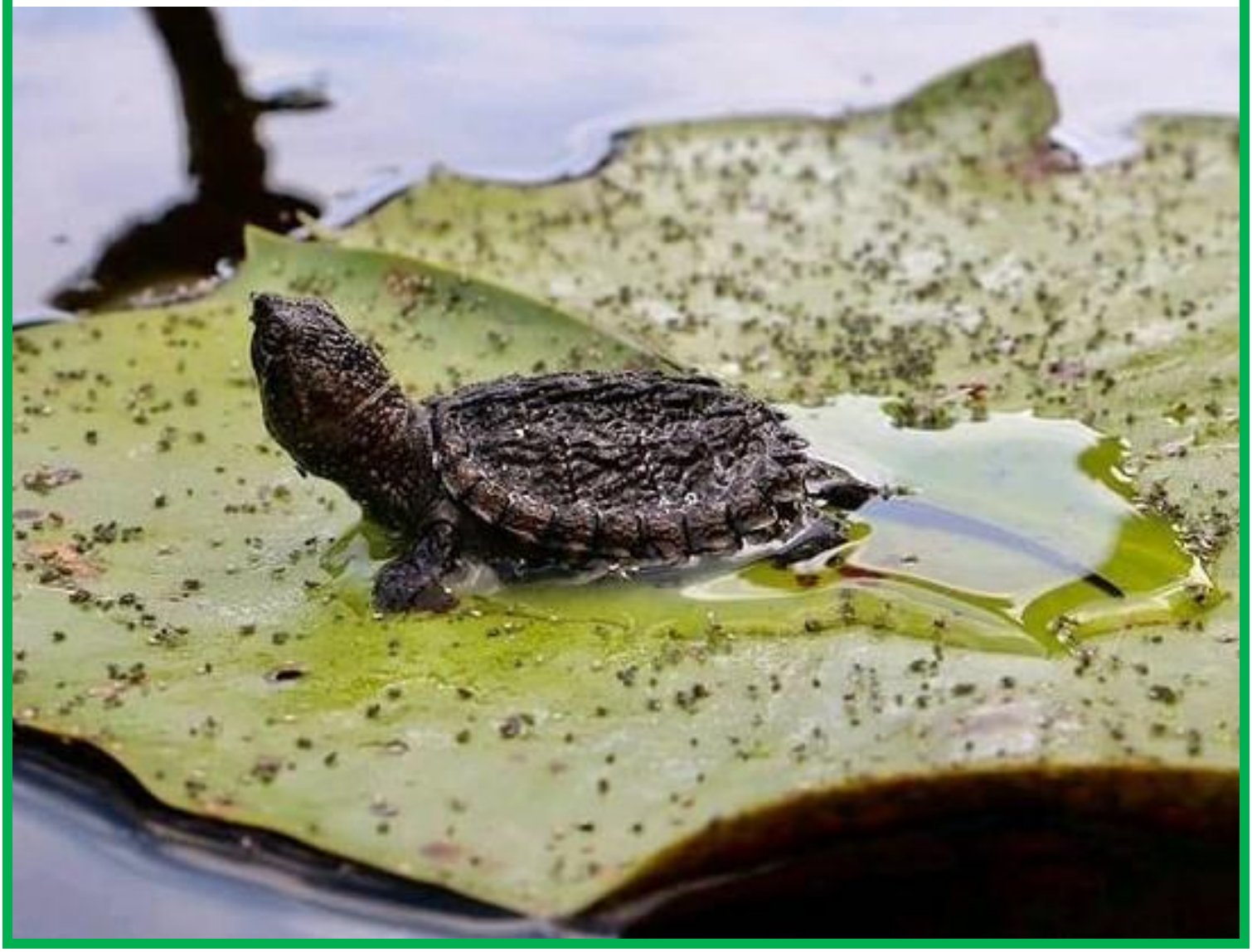
# Sensory Activities

Grade 1 – Visual Art

Turtle Guardians



# Sensory Activities

## Lesson Details

| **Grade Level:** | 1 | **Curriculum Links:** | Visual Art, Science and Technology | **Time Needed:** | 30 minutes |
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| **Learning Goal** | To explore their senses and motor skills through various activities. Students will also learn about a turtle's life, diet, and habitat. | | | | |
| **Success Criteria** | By the end of this lesson, students will have interacted with various sensory activities utilizing their motor skills and learned about turtles. | | | | |
| **Specific Expectations** | *Visual Art – Elements of Design*<br>• Use elements of design in art works to communicate ideas, messages, and personal understandings;<br>• Use a variety of materials, tools, and techniques to respond to design challenges: drawing, mixed media, painting, printmaking, sculpture.<br>*Science and Technology – Understanding Structures and Mechanisms: Materials, Objects, and Everyday Structures*<br>• Investigate characteristics of various objects and structures, using their senses;<br>• Describe materials as the substances from which something is made;<br>• Describe the function/purpose of the observable characteristics of various objects and structures, using information gathered through their senses. | | | | |
| **Materials Needed** | Instruction Sheet (attached), Objects for Sensory Activities (**Activity 1**: 5 Plastic Bags, Water, Oil, Buttons, Black Marker; **Activity 2**: Large Bucket, Sand, Ping Pong Balls; **Activity 3**: Large Bucket, Dried Rice and Beans, Plastic Turtle Toys; **Activity 4**: Large Bucket, Water, Plastic Fish, Small Pails, Small Fishing Nets). | | | | |

## Lesson Description

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| **Overview** | Students will cycle through four different sensory activities, exploring both their motor skills and different information about turtles. |
| **Activity** | 1. Before the lesson, set up all four activity stations (materials required for each activity are listed in *Materials Needed*):<br>Activity 1: A Turtle's Body<br>Activity 2: Nesting<br>Activity 3: A Turtle's Habitat<br>Activity 4: Food<br>2. Note: An adult will be required to host each activity.<br>3. Split the students into 4 groups. One group will visit each activity station at a time (suggested time is 5 minutes per activity).<br>4. Once at the activity station, the students will briefly learn about the topic related to the activity, then have time to play with the materials.<br>5. End the lesson by bringing the students back together and discuss what they enjoyed and if they learned anything new. |
| **Blacklist Masters** | • Instruction Sheet (attached)<br>• For more information, please visit https://www.turtleguardians.com/sample-page/ |
| **Place-Based Learning** | Students are encouraged to visit a wetland or other natural area to try to spot a turtle in their native environment. Which Ontario turtles are local to their community? |

# Lesson Description

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| **Inquiry-Based Learning** | Using **Open Inquiry**, students will create their turtle drawings, and then discuss the proper characteristics and habitats of Ontario Turtles.<br><br>Ask the students:<br>• What are the characteristics of a turtle?<br>• Where does a turtle live?<br>• What does a turtle eat?<br>• What happens to the turtle's eggs? |
| **Turtle Stories** | Using your motor skills, can you make a turtle from different materials? Try making a turtle from only recyclables or paint a picture of a turtle. Students are encouraged to share their experiences and pictures 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 information about their habitats, diet, and nesting. For more information, please visit https://www.turtleguardians.com/what-is-a-turtle-guardian/ |

# My Notes

# Sensory Activity Instructions

**Activity 1** – A Turtle's Body

Materials: 5 Plastic Bags, Water, Oil, Buttons, Black Marker

On each plastic bag, draw an image of a turtle. Then fill the bags with water, some oil and a hand full of buttons. Then seal the bags. Explain to the students the different characteristics of a turtle. Students will move the buttons around in the bag to "fill" the turtle's body.

The top shell of a turtle is called a carapace. The underside of a turtle is called a plastron. Many turtles have distinct carapace shapes (high domed like the Blanding's Turtle) or markings (like spots on the Spotted Turtle) that can be used to identify them. The triangular (or geometric) sections on the carapace are known as scutes. Marginal scutes are found around the carapace and ridges are the nodes (or connections) between them.

**Activity 2** – Nesting

Materials: Large Bucket, Sand, Ping Pong Balls

Fill the large bucket with sand and ping pong balls. Make sure to cover the ping pong balls in sand so the students can search for them. Explain to the students how turtles lay their eggs and what happens after they hatch.

The Common Snapping Turtle is the largest freshwater turtle in Ontario. In the spring, female snapping turtles venture out of the water to find suitable locations to nest. This often occurs on sandy banks, or within the gravel on roadsides. This is a very vulnerable time for laying snappers, as they are exposed to cars which can harm them. After the nests are laid, predators smell the freshly laid eggs and might dig into the nest eating some or all of the eggs. Fun fact: Snapping Turtle eggs look like ping pong balls.

**Activity 3** – A Turtle's Habitat

Materials: Large Bucket, Dried Rice and Beans, Plastic Turtle Toys

Fill the large bucket with the dried rice and beans. Then mix in plastic turtle toys and other items that might live in the same area as a turtle (E.g. plastic trees, plastic birds, plastic snakes, etc.). Explain to the students where a turtle lives. Students will play with the toys in the bucket.

Wetlands are a home to many species, not just plants. Turtles are most often found in wetlands. They are considered keystone species, in other words, incredibly valuable and integral to the health of the water. Likewise, wetlands provide turtles a home and contribute to their overall well-being. Wetlands teach us the relationships between the environment, plants, and animals. Wetlands have systems to filter water, which benefits turtles. In return, turtles provide valuable services to wetlands.

**Activity 4** – Food

Materials: Large Bucket, Water, Plastic Fish, Small Pails, Small Fishing Nets

Fill the large bucket with water and plastic fish toys. Then give the students either a small pail, or fishing nets for the students to try to "catch" the fish. Explain to the students what a turtle eats.

When turtles are young, turtles consume small fish and mammals, and dead carcasses. As they get older, turtles eat mainly vegetation and seeds – then when they roam they spread these seeds, creating new vegetation that will filter the water.