Activity Flow for the K-2nd Grade Desert Tortoise Education Trunk

Table of Contents

Teacher Note: *If possible, please do the activities in the order above. If you are sharing the trunk with other teachers, the first three activities can be used in any order to introduce the topics.*

Tortoise Video

Theme/Concept:
During this activity, students will learn to recognize the features of a tortoise**.**

Goals:
Student goals during this activity are to gain knowledge of desert tortoises, and observe a desert tortoise in its natural habitat.

Objectives:
Upon successful completion of this activity, students will be able to describe the primary features of a desert tortoise and list several characteristics of a desert tortoise's habitat.

KINDERGARTEN STANDARDS:

Next Generation Science Standards:
K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.
K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
K-ESS3-3: Communicate solutions that will reduce the impact of humans on the land, water, air and/or other living things in the local environment.

English Language Arts:
Speaking and Listening
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
6. Speak audibly and express thoughts, feelings, and ideas clearly.
Writing Standards
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

FIRST GRADE STANDARDS

Next Generation Science Standards:
1-LS3-1: Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

English Language Arts:
Speaking and Listening
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Tortoise Video

6. Produce complete sentences when appropriate to task and situation.

Writing

2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

SECOND GRADE STANDARDS

Next Generation Science Standards:

2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.

English Language Arts:

Speaking and Listening

2. Recount or describe key ideas from a text read aloud or information presented orally or through other media.
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Writing

2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Teacher Materials Needed

- Computer/Projector
- chart paper/whiteboard

Materials in Kit

- Tortoise Shaped USB Drive

Activity:

Part 1

- Brainstorm with students: “What is a desert tortoise?”
    - *Guiding questions: Where do desert tortoises live? What do they eat? What are its predators? What do you do if you see one in the wild?*
    - *Write down all ideas that students have regardless if it is correct or not. (After showing video, go through the brainstorm list and circle factual thoughts.)*
- Watch The Mojave Max video (file can be found on tortoise shaped USB drive).

Part 2

- Go back to initial brainstorm chart and discuss with students what was factual.
    - *This is when you can circle factual information.*
    - *SAVE THIS LIST for ‘What’s the Difference?’ Activity*

Tortoise Video

Extensions

- Watch the other videos and solidify knowledge of desert tortoises, their habitats, human interactions and what is being done to help.
- Create your own desert tortoise video or PSA about desert tortoises.

What's the Difference?

Theme/Concept:
During this activity, students will learn to recognize the difference between turtles and tortoises.

Goals:
The students' goal during this activity is to be able to differentiate between turtles and tortoises.

Objectives:
Upon successful completion of this activity, students will be able to identify different features of turtles and tortoises and their habitats.

KINDERGARTEN STANDARDS:

Next Generation Science Standards:
K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.
K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Math:
Counting and Cardinality
1. Count to 100 by ones and by tens.
6. Identify whether numbers of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

ELA:
Reading Standards for Informational Text
1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
5. Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
8. With prompting and support, identify the reasons an author gives to support points in a text.
Writing Standards
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Speaking and Listening Standards
2. Confirm understanding of a text read aloud or information presented orally or though other media by asking and answering questions about key details and requesting clarification if something is not understood.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

Social Science
K.4 Students compare and contrast the locations of people, places, and environments and

describe their characteristics.
2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.

FIRST GRADE STANDARDS

Next Generation Science Standards:
This activity does not specifically meet any of the First Grade Next Generation Science Standards, however it does meet Common Core State Standards as listed below.

Math:
Number and Operations in Base Ten
2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
a. 10 can be thought of as a bundle of ten ones – called a "ten"
b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
Compare two two-digit numbers based on meanings of tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

ELA:
Reading Standards for Informational Text
1. Ask and answer questions about key details in a text.
2. Identify the main topic and retell key details of a text.
3. Describe the connection between two individuals, events, ideas or pieces of information in a text.
5. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
6. Distinguish between information provided by pictures and other illustrations and information provided by the words in a text.
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Writing Standards
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Speaking and Listening
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
6. Produce complete sentences when appropriate to task and situation.

Social Science:
1.2 Students compare and contrast absolute and relative locations of places and people and describe the physical and/or human characteristics of places.
1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.

3. Construct a simple map, using cardinal directions and map symbols.

SECOND GRADE STANDARDS

Next Generation Science Standards:
2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.

Math:
Number and Operations in Base Ten
1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
a. 100 can be thought of as a bundle of ten tens – called a "hundred".
b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2. Count within 1000; skip-count by 2s, 5s, 10s, and 100s.
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

ELA:
Reading Standards for Informational Text
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within a text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
9. Compare and contrast the most important points presented by two texts on the same topic.
Writing Standards
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Speaking and Listening Standards
2. Recount or describe key ideas or details for a text read aloud or information presented orally or through other media.
6. Produce complete sentences when appropriate to task and situation in order to provide

requested detail or clarification.

Social Science:
2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places and environments.

1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).

Teacher Material Needs:

- 100 of something (i.e. – cotton balls, pennies, counting cubes, pencils)

Materials in Kit:

- Joshua Tree National Park Map
- California Outline worksheet
- California Map
- Book: *What's the Difference Between a Turtle and a Tortoise?* by Trisha Speed Shaskan
- Book: *One Tiny Turtle* by Nicola Davies
- Book: *Life in the Slow Lane* by Conrad J. Storad
- Diagram worksheets (2)

Activity:
Part 1:
Create a visual brainstorm "What's the difference between a turtle and a tortoise?"

- *You can do this using the facts from your video brainstorm or create a new one.*
- *Create a graphic/visual organizer like a Venn diagram to compile data. You can use the worksheet provided or make your own (see example).*
- *Write down ALL ideas.*

Read: *What's the Difference* and, if time allows, *Life in the Slow Lane* and *One Tiny Turtle*.
Go back to visual brainstorm and circle factual items about turtles and tortoises.

Using information from brainstorm, have students create a chart to compare and contrast desert tortoises and sea turtles.

- *A worksheet chart is provided that can be photocopied for each student.*

Fill in chart. Use visual aids as necessary.

- *Use 100 objects vs 10 objects to show different number of eggs laid.*
- *You can use counting objects for age as well.*

Part 2:
Look at a map of California.
Have students point on the map where they believe desert tortoises live and where a sea turtle may live.
Using the California outline, have students color the area where desert tortoises live in BROWN and the area where sea turtles live in BLUE.
Draw a turtle in the ocean and a tortoise on land.

What's the Difference?

Part 3
Students should take information from the brainstorm and chart to compose an explanatory text that compares and contrasts desert tortoises and sea turtles.
For example:
Desert tortoises and sea turtles both _____.
Sea turtles _____ but desert tortoises _____.
Desert tortoises _____ but sea turtles _____.

Extensions:
Read to Students:
Desert Tortoises by Christopher Blomquist
Sea Turtle Journey by Lorraine A. Jay

- Share more books with the class to compare and contrast the difference between turtles and tortoises.
- Make your own turtle and tortoise diorama
- Write your own "What's the difference" book
- Using 100 objects, compare and contrast volume using different materials. (e.g. – 100 pennies vs. 100 cotton balls)

What is a Tortoise?

Theme/Concept:
During this activity, students will learn to recognize the features of a tortoise.

Goals:
The students' goal during this activity is to learn to identify the structures of a tortoise.

Objectives:
Upon successful completion of this activity, students will be able to recreate the physical attributes of a tortoise.

KINDERGARTEN STANDARDS:

Next Generation Science Standards:
K-ESS3-1: Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shapes of an object helps it function as needed to solve a given problem.

Math:
Counting and Cardinality
1. Count to 100 by ones and by tens.
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
4. Understand the relationship between numbers and quantities; connect counting to cardinality.
b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
Measurement and Data
1. Describe the measureable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/ "less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter*.

English Language Arts:
Speaking and Listening
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Social Science:
K.6 Students understand that history relates to events, people, and places of other times.
2. Know the triumphs of American legends and historical accounts through stories of such

people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.

FIRST GRADE STANDARDS:

Next Generation Science Standards:
1-LS1-1: Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shapes of an object helps it function as needed to solve a given problem.

Math:
Operations and Algebraic Thinking
5. Use addition and subtraction with 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown numbers to represent the problem
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.
Measurement and Data
1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps of overlaps.

English Language Arts:
Speaking and Listening
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Social Science:
1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.
1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.

SECOND GRADE STANDARDS

Next Generation Science Standards:
K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shapes of an object helps it function as needed to solve a given problem.

What is a Tortoise?

Math:

Operations and Algebraic Thinking

2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Measurement and Data

1.Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring taps.

9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

English Language Arts:

Speaking and Listening

2. Recount or describe key ideas from a text read aloud or information presented orally or through other media.

Social Science:

2.3 Students explain governmental institutions and practices in the United States and other countries.

1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.

Teacher Material Needs:

- Camera – optional

Materials in Kit

- 1 Tan smock
- 2 Velcro Straps
- 1 Painted Cookie Sheet
- 1 Painted Roasting Pan
- 1 Single Tong
- 1 Helmet
- 2 Oven Mitts
- 2 Sets of Wood ‘Nails’
- 1 Pair of Flip-flops
- 13 Part labels
- 2 Styrotorts
- 1 Tortoise figurine
- 5 Rulers
- 1 Master Desert Tortoise Label the Parts & Word Search Worksheet
- 1 Master Desert Tortoise Shell Size Activity Sheet
- 1 Master Desert Tortoise Coloring Sheet
- 4 Master Sea Turtle Fact Sheets (Leatherback, Olive Ridley, Loggerhead, Green)
- Book: *Desert Tortoises* by Sophie Lockwood
- Book: *Desert Tortoises* by Christopher Blomquist
- Book: *The Desert is Theirs* by Byrd Baylor

What is a Tortoise?

Activity

<u>If this is your first activity start at Part 1 – if this is not your first activity, skip Part 1 and begin on Part 2:</u>

Part 1

- Read the book "Desert Tortoises" by Christopher Blomquist
- Think-pair-share facts/information learned in the story.

Part 2

- Give each student a "Desert Tortoise Label the Parts & Word Search" activity sheet.
- With students, label the parts of a tortoise.
- *Word search for early finishers/ homework?*

Part 3

- Display 2 Styrofoam tortoise shells and one tortoise figurine.
- Using the tortoise figure, count the scutes on the shell.
- Measure length, width and height on the Styrofoam tortoise shells as a class
- Have students individually measure length and width of the ovals/tortoise shells on the worksheet and label from largest to smallest
- Have students label the scutes on the Desert Tortoise Coloring Sheet from 1 – 13**.**
    - *The two activity pages can be photocopied back to back to save paper.*

Part 4

This is one way to do this activity, please modify as needed.

- Pass out the desert tortoise parts and corresponding labels to students
    - *(Total parts: 10, Total Labels: 13)*
- Students need to pair up their part and their label (some parts have more than one label)
- Once part and label are correct, students get to put them on their teacher *or willing participant*.
- *Depending on length of gular horn, tortoises will be male/female (Long = male, Short = female).*

Part 5

- Read a Native American story to the class (You can find one in *Desert Tortoises* by Sophie Lockwood Ch. 4, pg. 25)
- Discuss the difference between fantasy and reality.
- Discuss the moral of the story.
- Use this as a segway to talk about how the tortoise has become a threatened species and the laws associated with that.
- Discuss how we can help the desert tortoise.

Extensions:

Read to Students:

- Read *The Desert is Theirs* by Byrd Baylor
- Discuss the storytelling aspects of the book.
- Create your own book based on the style written by Byrd Baylor
- Learn more about Native American stories and the portrayal of animals in those stories.

Build a Burrow

Theme/Concept:
During this activity, students will learn to recognize the features of a tortoise habitat.

Goals:
The students' goal during this activity is to understand how and why a tortoise builds a burrow.

Objectives:
Upon successful completion of this activity, students will be able to build a replica of a successful tortoise habitat.

KINDERGARTEN STANDARDS

Next Generation Science Standards:
K-PS3-2: Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.
K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.
K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
K-ESS3-1: Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.
K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shapes of an object helps it function as needed to solve a given problem.

English Language Arts:
Speaking and Listening
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
6. Speak audibly and express thoughts, feelings and ideas clearly.
Writing Standards
1.Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is …).

FIRST GRADE STANDARDS

Next Generation Science Standards:
1-LS1-1: Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Build a Burrow

K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shapes of an object helps it function as needed to solve a given problem.

English Language Arts:
Speaking and Listening
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
6. Produce complete sentences when appropriate to task and situation.
Writing
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

SECOND GRADE STANDARDS

Next Generation Science Standards:
K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shapes of an object helps it function as needed to solve a given problem.

English Language Arts:
Speaking and Listening
2. Recount or describe key ideas from a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Writing
1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reason, and provide a concluding statement or section.

Teacher Material Needs:
- Glue
- Tape
- Toilet tissue or paper towel tubes (empty)
- Construction paper (brown, tan, gray, white)
- Plastic spoons
- Poster paints
- Crayons

Materials in Kit
- Example of activity
- Optional Master Desert Background Coloring Page to use for activity

Activity
- Brainstorm the features of a burrow

Build a Burrow

- Using toilet paper or paper towel tubes, cut one in half lengthwise. (*Save other half for extension activity if desired.)*
- Show students the burrow model.
- Using toilet paper or paper towel tubes and construction paper, let students create their own burrow.
- The plastic spoon can be painted as a tortoise shell, then glued to the paper and students can draw in a head, and front legs.

Other options:

- Glue sand around burrow entrance
- Use Play-Doh instead of toilet paper tubes
- Make a burrow out of paper mache
- Make a life size burrow
- Shoe Box Burrow (model)

Extensions:

- Examine captive desert tortoises' vs. wild desert tortoises' burrows.
- Read a book about animal homes.

Tortoise Coloring Book

Theme/Concept:
During this activity, students will learn to recognize the features and activities of a tortoise.

Goals:
The students' goal during this activity is to realistically depict tortoises in their natural habitat.

Objectives:
Upon successful completion of this activity, students will be able to re-tell facts and associated pictures with words.

KINDERGARTEN STANDARDS

Next Generation Science Standards:
K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.
K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
K-ESS3-1: Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.
K-ESS3-3: Communicate solutions that will reduce the impact of humans on the land, water, air and/or other living things in the local environment.

Math:
Counting and Cardinality
1. Count to 100 by ones and tens
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

English Language Arts:
Speaking and Listening
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
Writing Standards
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Reading Standards for Literature
1. With prompting and support, ask and answer questions about key details in a text.
3. With prompting and support, identify characters, settings, and major events in a story.
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Social Science:
K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

2. Distinguish between land and water on maps and globes and locate general areas reference in historical legends and stories.
3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).

FIRST GRADE STANDARDS

Next Generation Science Standards:
This activity does not specifically meet any of the Second Grade Next Generation Science Standards, however it does meet Common Core State Standards as listed below.

English Language Arts:
Speaking and Listening
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Writing
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Reading Standards for Literature
1. Ask and answer questions about key details in a text.
3. Describe characters, settings, and major events in a story, using key details.
7. Use illustrations and details in a story to describe its characters, settings, or events.

Social Science:
1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.
1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.
3. Construct a simple map, using cardinal directions and map symbols.

SECOND GRADE STANDARDS

Next Generation Science Standards:
This activity does not specifically meet any of the Second Grade Next Generation Science Standards, however it does meet Common Core State Standards as listed below.

English Language Arts:
Speaking and Listening
2. Recount or describe key ideas from a text read aloud or information presented orally or through other media.
Writing
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Reading Standards for Literature
1. Ask and answer such questions as who, what, when, why, and how to demonstrate understanding of key details in a text.
3. Describe how characters in a story respond to major events and changes.
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its character, setting, or plot.

Tortoise Coloring Book

Social Science:
2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.
1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).
2.3 Students explain governmental institutions and practices in the United States and other countries.
1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.

Teacher Material Needs:
- Crayons
- Markers
- 1 Master Coloring Book – needs to be copied (8 pages)

Materials in Kit
- Master Coloring Book

Activity
- Read coloring book with students.
- Use acquired knowledge to color pictures realistically.