

SEA TURTLE REFLECTION ASSIGNMENT

To do in class after the field trip, before the final classroom visit

1. **Students will read a paragraph to reflect on the topics introduced over the course of the school year.** The reading is available on the next page and online at <http://oceanconnectors.org/resources>.

The reading contains new vocabulary, indicated by *italics*, so it is best if teachers read the material in advance and prepare to work through it with the children.

2. After reading, **students respond to the reflection questions inside their journals using complete sentences.** Reflection questions are included at the end of the reading and on the website.
3. **The answer key is contained in the printed User Guide only** (not online). Please review the answers together in class.
4. This lesson covers 4th grade Common Core State Standards in ELA/Literacy, and Next Generation Science Standards 4-LS1-1 and 4-LS1-2.
5. **Extension:** Students design a new piece of technology to protect sea turtles from one climate change impact (such as sea level rise or warming temperatures), while also helping humans survive.

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This year you learned about sea turtles, and how people can help protect them for the future. Oceans are so huge, deep, and full of life, that it may be tempting to think that no amount of pollution could be a problem. The fact is, pollution causes great damage, and many species suffer. Non-biodegradable garbage, like plastic bags, balloons, six-pack rings, and nylon rope, float endlessly in the ocean currents where animals can eat them or become entangled. Oil spills coat marine species in toxic slime and contaminate the coastlines where sea turtles lay their eggs. The pollution from pesticides, sewage, and industrial wastes can make ocean habitats unlivable. Even light pollution from cities can confuse turtle hatchlings, who normally use the light from the moon reflecting off the water's surface to find their way. They may end up going the wrong direction!

One of the biggest ways to help sea turtles is to reduce the amount of trash and pollution you create each day by practicing the "Three R's" – *reduce, reuse, and recycle*. Every year thousands of people from more than a dozen countries pitch in to clean up beach trash. They report that over 60% of all beach trash is made of plastic. In Monterey, California a group of scuba divers, some as young as 13 years old, organized a clean-up dive. They brought up a bicycle, toilet, electric motors, fishing rods, a coffee maker, and three kitchen sinks!

Answer the questions below in your journal using *complete sentences*.

1. Why is important to *reduce* and *reuse* before recycling?
2. What is one thing you can *reduce* in your life to help sea turtles and the ocean?
3. List three *reusable* items that can be used to cut down the amount of trash you create.
4. How does pollution harm marine animals?
5. List three ways that plastic bags and other types of trash reach the ocean.
6. What is the problem with releasing balloons in the sky?
7. What senses does a sea turtle use to find its way to the ocean and how can they get confused?
8. Why is it important to keep learning more about the ocean?
9. When you visit the beach this summer, how can you help sea turtles?
10. How can you help sea turtles when you visit the grocery store?