

Rivers of the World

Objective:

1. Students will demonstrate an understanding of how environmental factors impact animal habitats near rivers.
2. Students will be able to describe relationships among living organisms in an environment.
3. Students will demonstrate an understanding of the interactions between human populations and the natural river environment.
4. Students will be able to explain the ways in which the earth's natural forces contribute to erosion.
5. Students will understand the significance of water and rivers.

Performance Objectives:

Grade 3: Strand 1: Concept 2 – PO 2-3; Concept 3 – PO 1; Strand 3: Concept 1 – PO 2; Strand 4: Concept 3 – PO 1-5

NGSS: 3-LS2-1; 3-LS4-3; 3ESS3-1

Grade 4: Strand 3: Concept 1- PO 1-2; Strand 4: Concept 3 – PO 1; Strand 6: Concept 2 – PO 3

NGSS: 4-ESS2-1; 4-ESS3-1

Grade 5: Strand 3: Concept 1 – PO 1-3; Strand 4: Concept 3 – PO 1

NGSS: 5-PS3-1; 5-LS2-1

Grade 3-5

Key Vocabulary:

- Ecosystem
- Sustaining
- Erosion
- Organism

Related Literature:

River Monsters of the World

George Toufexis

The Aquarium Book

George Ancona

The River

George Paulsen

Fish

Steve Parker



Background Information:

The rivers of the world provide a source of life to humans, animals, plants, and insects. Habitats for a wide variety of species can be found along the side of rivers and in the river itself. Among the longest rivers in the world are the Amazon, Mississippi, Yangtze, and Nile. These rivers, like all others in the world, are critically important to the natural environment, **ecosystems**, and habitats in and around them. An ecosystem is a biological community of interacting organisms and their physical environment.

Rivers are naturally flowing streams of water that generally originate high in the mountains where rain fall, melting snow, and ice contribute to their formation. Rivers exist on every continent in the world. From glacier packed areas to dry deserts, rivers carry an abundance of life-**sustaining** (supporting) resources to their surrounding environments. Rivers flow downhill from their source, which can include springs from underground, melting snow, and water that has evaporated into the atmosphere and then fallen back to earth as rain.

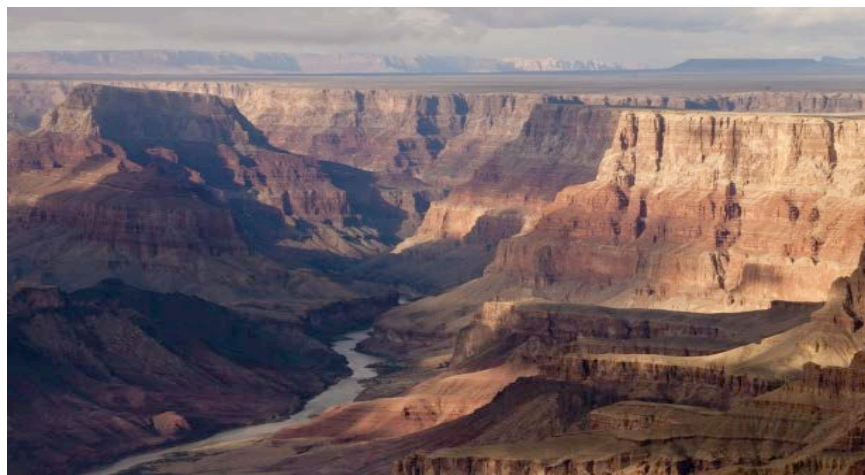


The importance of rivers cannot be underestimated. Rivers carry large amounts of water back to the ocean where sea water constantly evaporates. This water in the atmosphere then forms rain clouds, which supply rain to rivers again. Rivers also carry water to lakes, creating unique ecosystems for plants and animals. The mouth of the river, which is the place where the river empties into another body of water, can be a place where silt, soil, sand, clay, and other particulates build up. The combination specific to the area is a gathering spot for local animals to feed, plants to grow, and habitats to form. For example, turtles, ducks, dragonflies, and even otters are found along rivers in many regions of the world.

As rivers flow, the movement of water carves out the land in its path. Habitats are formed alongside the flowing river and under the water. Large fish that tolerate the swiftness of flowing water can live in the deepest parts of the river while smaller species may be found along the banks and among the plant life. Freshwater rivers

also support an abundance of insects, birds, and other wildlife that frequent the area. Deer, bobcats, and coyote are among the wildlife that inhabit river banks in Arizona.

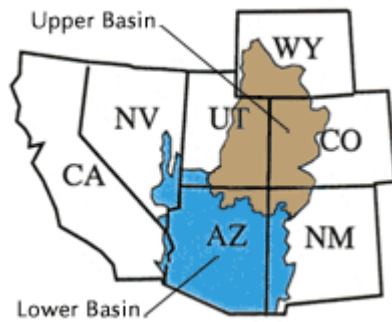
Every river is unique due to the flow of water, its speed or swiftness and terrain through which the river travels. While every river is different in location, size, shape, movement of water, and terrain, rivers have some similarities. Regardless of location, the journey taken by a river helps shape the landscape. The energy from flowing water carves out the land as gravity takes the water downward. A perfect example of the power of flowing water is the Grand Canyon in Arizona. Over millions of years, the water has carved out a very deep, wide, and beautiful canyon. From any direction you look, the shape, size, and color of the canyon walls have been shaped and changed by the flowing **Colorado River**.



The Grand Canyon

When water rapidly flows through the landscape, taking soil, clay, sand, and particles of rock with it, this process is called erosion. **Erosion** can create valleys and deep grooves in the earth's surface. Over long periods of time these grooves can become part of creating canyon walls.

The Colorado River formed deep grooves and canyons in seven states. Until 1921, the Colorado River was called the Grand River. The river flowed through so much of the land in the western region of the United States that its impact area was divided into two parts, the upper basin and lower basin. Life along the Colorado River is as varied as the states through which it flows.



Consider the amount of water flowing in the Colorado River and the impact on wildlife and humans in each location. Water is critical to the survival of life on earth, and the Colorado River is a major contributor. Not only does life in the Grand Canyon depend on the river, but life in each state depends on the river water and its resources. (U.S. Department of Interior map)

The **Mississippi River** is another major river in the United States. Flowing over 3,900 miles from its start, Lake Itasca in Minnesota, to the mouth of the river, New Orleans, Louisiana, the “mighty” Mississippi has been a river of legends and folk tales along with being the home of some very unique freshwater species and wildlife. The National Parks Service estimates that the Mississippi River is home to 260 species of fish and 40 percent of the nation’s waterfowl. Numerous species of birds use the river as a pathway for migration. A variety of insects, amphibians, and reptiles inhabit the environment along the river, as do many other animals that use the river banks as a source for food and shelter. The banks of the Mississippi display the plants of the region. Trees, shrubs, and floating water plants are common types of vegetation found there. Areas along the river have formed marshes that house varieties of birds, insects, fish, and in some locations, river otters.



Alligator gar are the largest species in the gar family, and among the largest freshwater fishes found in North America. Mature alligator gar commonly

measures 6 ft in length, and weigh over 100 lbs. However, anecdotal reports suggest they can grow up to 10 ft in length, and weigh as much as 350 lbs. Diet studies have shown alligator gar to be opportunistic *piscivores* (fish eating), and even scavengers depending on the availability of their preferred food source. They occasionally ingest sport fish, but the majority of stomach content studies suggest they feed predominately on forage fishes as well as invertebrates, and water fowl. Diet studies have also revealed fishing tackle and boat engine parts in their stomachs.

Alligator gar inhabit a wide variety of aquatic habitats, but most are found in the Southern United States in reservoirs and lakes, in the backwaters of lowland rivers, and in the brackish waters of estuaries, bayous and bays. They have occasionally been seen in the Gulf of Mexico.

There are now efforts to reintroduce Alligator gar between Tennessee and Illinois as part of an effort to control invasive Asian carp.



These river otters have found a marshy area to rest and hunt for food.

North American river otters have returned to an area along the Mississippi where once they were in danger. The National Parks Service continues to monitor these playful animals in hopes that their habitat will be maintained as a safe place for them to survive.

Asian small-clawed otters are native to Southeast Asia from northern India to southeastern China, the Malay Peninsula, and parts of Indonesia. This species of otter weighs between 8-10lb on average and is only about 2 ½ feet long from nose to tail, a significant part of that length being composed of the tail. Asian small-clawed otters are the smallest of the 13 species of otters in the carnivore family **Mustelidae**. Other members of this family include weasels, skunks, and ferrets.

They spend much time on land, unlike other otter species, which makes them semi-aquatic animals rather than marine mammals.

Their paws are a distinctive feature because their fingers and toes are only partially webbed, leaving the end of them free for movement. Because of this, they have a high degree of manual dexterity so they can use their paws rather than their mouths to catch their prey. They will also flip stones and dig in sand for clams, mussels, and crab. This partial webbing is a feature unique to this species of otter.

These otters eat a variety of crustaceans and mollusks, small fishes, amphibians, and insects. They supplement their diet with small rodents and snakes.



The **Amazon River** is another example of how flowing water winds its way through the land from its source to the mouth of the river. Ecosystems that are located in freshwater areas are important to human survival. The Amazon River region is one of those ecosystems. Scientists have discovered that 40 percent of the world's fish species live in freshwater ecosystems.

One of the longest rivers in the world, the Amazon, is home to thousands of living **organisms** and is a life-sustaining ecological feature covering a vast area of South America. The Amazon River is second only to the Nile River in length but carries the world's largest volume of fresh water along its path through several countries. This valuable water source flows through Peru, Bolivia, Venezuela, Colombia, Ecuador and Brazil as it makes its way over 4,000 miles to the Atlantic Ocean. A variety of ecosystems exist along the length of the river, including the largest tropical rainforest in the world and some dry grassland. Amazon plants and wildlife range from the most microscopic species to various large aquatic species. The origin of the famous river is high in the Andes Mountains of Peru. There are more than 1,000 tributaries, streams or rivers that flow into the main river and 17 of those are over 1,000 miles long. The Amazon River contributes nearly one-fifth of all of the fresh water that flows on Earth. In addition, the Amazon Basin is so vast that it continues to be the location for exploration and discovery for potential new species. Some scientists believe that the Amazon Basin contains more species of fish than the Atlantic Ocean. Some interesting examples of these species include electric eels, stingrays, pink dolphins, and manatees.



Amazon River Dolphin

The banks of the Amazon River provide numerous habitats for a wide variety of animal and plant life. Both aquatic and land-loving species populate the river's edge and interact with the humans that thrive on the abundance of the river's resources. The many arteries of the Amazon River are impacted by seasonal changes; for example, annual floods affect the ecology and inhabitants of the region. The enormous volume of water, and the rapid speed of its flow, expands the width of the river and its tributaries during the flood season. Animals, plants, and humans endure significant changes in their lives as the river goes through this transformation.

In contrast, the dry season causes the river banks to re-emerge and, in some areas, the water flows very slowly. As seasons change, so does the river, and thus the interdependent relationship between river, animals, plants, and humans becomes critical for the survival of each group. The fragile ecosystem of the Amazon River region, which many scientists believe produces much of the Earth's oxygen, is vulnerable to any type of climate change, atmospheric contamination, natural disaster or any disregard for the preservation of the natural environment.

Water is the one common factor between all of the world's rivers. Large or small, rivers provide life sustaining resources to both animal and human life on Earth. These aquatic biomes house millions of species of plants, animals, insects, and microscopic organisms. Without water these life forms would not exist. Variation of temperatures, water currents, and land forms allow for the diversity of life sustained in the ecosystems of a given river area.

Sources: US Department of Natural Resources; World Wildlife Federation; National Parks Service, U.S. Department of Interior, National Geographic; UCMP Berkley; Arizona Game and Fish Department; Turtle Magazine. Photos: U.S. Department of Interior and public domain.

Procedures and Activities:

1. State the learning objectives. Review previous instruction as it relates to the topic and objectives.
2. Review vocabulary.
3. Read related literature. Follow-up with discussion and open-ended questioning. Ask students to think about the area in which they live and what rivers they can name or have visited. (Salt River, Gila River, Verde River)
4. Discuss with students the impact of natural disasters, (floods, strong winds, dust storms, etc.) on the local river environments. Ask questions how the air feels and smells during a dust storm or heavy rains.
5. Discuss how natural disasters such as flooding can be managed. Brainstorm ideas about protecting homes from floods. Explain the impact flooding has on rivers and wildlife along riverbanks.
6. Review and discuss the issue of pollution related to rivers and the inhabitants (wildlife, plants, and humans). Ask students to think of one way to protect rivers from pollution. Each student shares an idea with the class.
7. Discuss the Grand Canyon and Colorado River. Explain how the natural forces on earth create formations. Explain and give examples of erosion.
8. Discuss the concept of renewable natural resources. Relate the topic to water, and ask students if water is a renewable resource and why.



Indicates ‘take along’ activity.

Activity: Read and share the information about the Apache and Gila trout. Students use computers to investigate the location of the White Mountains and rivers in which the species live.

Activity: **Pre field trip activity.** After learning about how rivers are formed, students complete the river journey sheet. This activity may be used as a quiz.

Activity: Students use the biome activity to identify specific characteristics of two different biomes. This activity allows students to investigate and record the

details of each biome while comparing and contrasting. In small groups, students compare and discuss the data recorded.

Activity: The Aquatic biome is a lab activity. Students can complete this lab as a home project or group project in class. Students will be able to create the biome, monitor it daily, and record data. Students create a data chart of graph reflecting the changes that take place.



Activity: “OdySea Aquarium Ethogram” is an activity to do at the aquarium. Students observe a river habitat and chose one fish or other animal to observe for two minutes. From the observational data, make an inference about how the animal spends its day.

Activity: To assist students in understanding the specific traits of river wildlife, the ‘Life around Rivers’ activity will reinforce information about amphibians, reptiles, and snakes. Students use technology to research the IUCN Red List and become familiar with how species are labeled endangered.

Activity: ‘Habitat-Ecosystem-Biome’ allows student to demonstrate their knowledge of the terms and how they interrelate. The activity may be enhanced by having students list different animals in each section of the pyramid and discuss their impact.

Activity: Integration of math, writing, and science is part of the “longest river” activity. Students use technology to investigate the rivers and complete the activity.

Activity: ‘Life on the River’ is an opportunity for students to create a food chain using river wildlife pictures and explain how each part of the food chain is dependent on another.

Activity: This is an opportunity for students to identify and explain how the species are different but share some similarities.

Activity: Students can select a turtle by using technology to investigate different species. They record the characteristics of the species selected and share the details with the class.

Reflections and Assessments: Students are assessed on various levels depending on the activity. Participation, grade standards, and percentages may be applied to each activity. Activities are designed for flexibility and can be done pre- or post-field trip learning.

Activities meet the **STEM** education guidelines involving problem solving, investigation, gathering data, analysis, using technology, application of math, integration of interdisciplinary instruction and inquiry.

The Asian Small-Clawed Otter

Guess who lives along some of the rivers in Asia? Right, the Asian small-clawed otter! The Asian small-clawed otter is the smallest species of otter in the world, but you wouldn't know it from their playful nature and sense of adventure. Named for their very small claws, these otters can use their 'thumbs' to hold the smallest objects and morsels of food.

Otters enjoy an aquatic lifestyle. They have long bodies and short legs, and their paws are partially webbed to help them propel through the water. Asian small-clawed otters have a double coat, which means the under fur is thick and helps keep them warm. The outer coat is coarse and acts as water-proofing. Generally brown in color, the Asian small-clawed otter has cream-colored fur on the neck, chin, and throat.

The Asian small-clawed otter is a social animal that lives in small family groups. When baby otters are born, both parents care for them and keep them safe from harm. When baby otters are about seven weeks old they take their first swim and begin to eat solid food. The diet of an otter consists largely of crabs and fish, but sometimes a bug or two is added!

Otters are often found along river banks playing in the grass, resting and grooming their fur. They prefer shallow water with lots of vegetation. The greatest threat to the otter is the loss of habitat. Deforestation, pollution, and loss of food contribute to the potential loss of the Asian small-clawed otter.



Ken Billington – Wikimedia public domain

River Turtles

Many different species of turtles can be found living in and around rivers. These are the types of turtles who like freshwater environments in ponds, lakes, and rivers banks. River turtles are found all around the world, and some can be found on the endangered species list.

Most turtles have a diet made up of plants, grasses, leafy vegetation; however, some species of turtles eat meat classifying them as omnivores. Turtles are reptiles that live on land and in the water. Generally, turtles have a light-weight shell and webbed feet with long claws.

Eastern painted turtles are one of the most commonly found turtles in North America. Their small size, about 5 to 7 inches, and colorful features make them an interesting creature to observe. The edges of the turtle's shell are smooth and have yellow or orange patterns along with darker spots on them. The stripes on the nose of the Eastern painted turtle are characteristic of the species. These turtles enjoy basking in the sun and like to climb onto a rock or branch to get out of the water and in the sun. The life-span for an Eastern painted turtle in captivity is over 20 years.



Eastern Painted Turtle

Another land and water turtle found in the United States is the yellow-bellied slider. Living in and near slow-moving rivers, ponds and marshes, the yellow-bellied slider's name describes the color of its plastron, which is a term for the bottom part of the shell. The carapace, or upper shell, is generally brown and black, sometimes having a few yellow stripes. The yellow-bellied slider can range in size from 8 to 13 inches. The turtle's skin is olive green with patches of yellow and black spots.

Yellow-bellied sliders, like other turtles, lay eggs in a nesting area not far from the water. It takes the eggs about 2 to 3 months to hatch, and the baby turtles stay in the nest until the weather is warm. Thick surface vegetation keeps the turtles protected during their 30-year life span.



Yellow-bellied Slider

All turtles living in the wild are susceptible to changes in the environment, pollution, and human interaction. Keeping turtles from becoming endangered means conserving their natural habitats and monitoring their surroundings.



The Apache and Gila Trout

Arizona has long been the home of the Apache and Gila trout, which are the only native trout species in the state. Since the 1800's, Apache and Gila trout swam in the White Mountain rivers and streams and were documented as unique to the region. The Apache trout has an olive-yellow body with black spots across the body, fins, and head. The golden colored belly of the trout offers another identifying characteristic of the species. The Apache trout can grow between 9 and 20 inches in length and average about 5 pounds in weight. The Gila trout's body is an iridescent gold that blends into a darker shade of copper on the gill plates. Small spots on the fish's body extend from the head to the dorsal and caudal fins. The tiny spots and the red/pink lateral band are identifying characteristics as the Gila and Apache are closely related in shape and size. Both types of trout prefer clear, clean water flowing over gravel riverbeds.



Apache Trout

The Arizona Game and Fish Department has reported that historic photos and stories have been told about the hundreds of trout caught in a single visit to the local rivers. Considered to be on the decline by the early 1900's, federal agencies began to stock non-native trout in an effort to replenish the lakes for trout fishing. Believing that stocking the lakes would resolve the concern of over-fishing, species of rainbow, brook, cutthroat, and brown trout were introduced to the local lakes to live alongside the Apache and Gila trout. As time passed, evidence became available that the non-native trout were competing with the Apache and Gila trout for food and shelter and making it hard for the native species of trout to survive. The White Mountain Apache Tribe worked diligently to ensure the survival of the trout species by closing fishing in reservation waters. In 1969, the Apache trout

became the first species to be listed as endangered. Considered endangered under the Federal Endangered Species Preservation Act, actions were taken to label the Apache trout protected under the law. By 1975, the Apache trout had been down-listed from endangered to threatened, due to conservation efforts. It was clear that these native fish were a part of Arizona's history and the community's relationship with native species. Human intervention would impact the population of both species of trout. A joint effort was undertaken by the White Mountain Apache Tribe, the U.S. Fish and Wildlife Service, and USDA Forest Service to form the Apache Trout Recovery Team. This joint team made plans to bring the species of native trout back from the decline.



Gila Trout Release (Photo in public domain)



Along with diminished food and shelter, the native trout species faced another battle. The natural environment for these fish was deteriorating by livestock grazing near streams and rivers, timber harvesting and other land uses near the trout's habitat. These activities introduced dirt and pollution to the clear water. This increase in the destruction of the trout's natural habitat required intervention. The Arizona Game and Fish Department teamed up with the U.S. Forest Services to develop a habitat improvement plan designed to protect areas of the lakes and streams and improve water quality and riverbeds. The recovery team launched a plan to protect the rivers and streams, restoring the environment by stabilizing banks, adding vegetation and fencing or closing areas to reduce erosion.



An Apache trout recovery stream

The Apache trout is now returning to its natural habitat due to the continuing efforts of the recovery team. Part of Arizona's natural history, the Apache trout continues to survive and is found nowhere else on earth.

Source: Arizona Game and Fish Department.



Biome Activity

Biomes are areas on Earth with distinctive weather patterns, plants, and animals. There are 5 major types of biomes: **aquatic, desert, forest, grassland and tundra**. Choose 2 of your favorite biomes and research their characteristics. Draw each biome in the boxes.



Biome #1: _____

Location: _____

Weather: _____

Plants: _____

Animals: _____

Insects: _____



Biome Activity



Biome #2: _____

Location: _____

Weather: _____

Plants: _____

Animals:

Insects: _____



Create an Aquatic Biome

An aquatic biome can be created in a clean, clear glass container that is stable enough to hold water, rocks, and a few plants. Observe the biome as the environment changes over time.

Materials:

- Clean, clear glass container (large mason jars work well)
- Clean water (water should be 50-75% of the area of the container)
- Rock, pebbles, or sand (small rock or pebbles are best and should take up 10-25% of the container)
- Aquatic plants (small aquatic plants can be purchased at an aquarium store; limit one or two.)
- Air (the top of the container must be 10-25% air)

Optional: Small snails or fish can be added to the biome. Be sure to get food for them.

Directions: Put the rock or pebbles in the bottom of the glass container first. Add plants next. Slowly add water. Place the container in a sunny, indoor area.

Begin your observation by creating an observation chart. List each date of the observation, what you see taking place in the biome. Watch for the plants (and animals) to stay healthy. If the water begins to smell the biome location may need to be adjusted.





OdySea Aquarium Ethogram

Practice what it is like to be a behavioral biologist and study one animal at OdySea Aquarium for two minutes.

An Ethogram is a way we can record the behavior of an animal over time in order to make inferences, or assumptions, about how an animal generally spends its time.

Every 15 seconds, mark what behavior the animal is exhibiting.

Species: _____

OdySea Aquarium Ethogram					
	Resting	Moving	Hiding	Eating	Other
0:15					
0:30					
0:45					
1:00					
1:15					
1:30					
1:45					
2:00					

Inference about animal's behavior:



Life around Rivers

The following species have very specific characteristics to help identify them. Name a few of the following that live in your area.

Amphibians

- Have a backbone – Vertebrates
- Cold-blooded – cannot regulate their body temperature
- Spend part of their life in water and on land
- Do not have scales
- Have gills for at least part of their lives (or all their life)
- Most go through metamorphosis

Reptiles

- Have a backbone – Vertebrates
- Covered with scales
- Breathe with lungs
- Most lay eggs (some give live birth)
- Most are cold-blooded (exception is leatherback sea turtle)

Fish

- Live in water
- Have a backbone – Vertebrates
- Breathe with gills
- Most are cold-blooded (except tuna and Pacific salmon shark)
- Some fish have scales

The International Union Conservation of Nature (IUCN) reports that amphibians, reptiles, and fish are in danger due to pollution in the water, warming temperatures and diseases. Significant numbers of these species will be facing the label of ‘endangered’ and potentially ‘extinct’ in the future.

Identify a species in each category, amphibians, reptiles, and fish that live in your state. Next, **find** the location in which the species lives. If the species lives near a river, name the river. **Complete** the species chart for your selection.



Species Chart

Amphibian: _____
Classification Order: _____ Family: _____
Characteristics: _____
Location: _____

Reptile: _____
Classification Order: _____ Family: _____
Characteristics: _____
Location: _____

Fish: _____
Classification Order: _____ Family: _____
Characteristics: _____
Location: _____

Select one of the species above and find out how that species is labeled on the IUCN Red List.

Species selected: _____

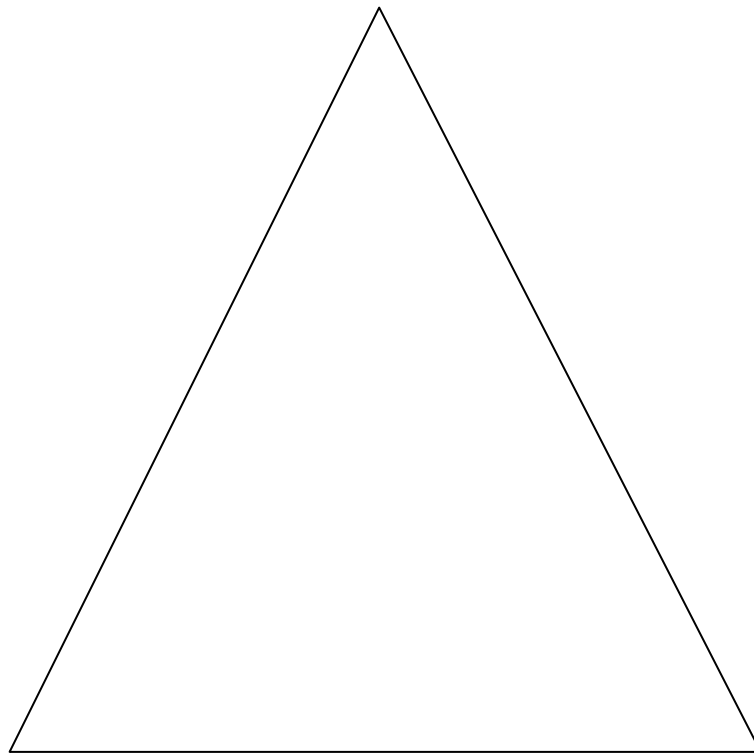
IUCN Red List Label: _____

Create a plan to protect the species you selected. Consider the impact that could be made on the species by climate changes, flooding, drought, pollution, changes in the land or rivers and human contact.



NAME _____

Habitat – Ecosystem – Biome



Divide the pyramid to reflect how a habitat, ecosystem, and biome are related. Define the terms:

Habitat: _____




Ecosystem: _____





Biome: _____



The Longest Rivers

The world has many rivers, and some are very long. Look at the rivers below. Use technology to find the answers to the questions about rivers.

 **Nile:** 4,132 miles
 **Amazon:** 4,000 miles
 **Yangtze:** 3,915 miles

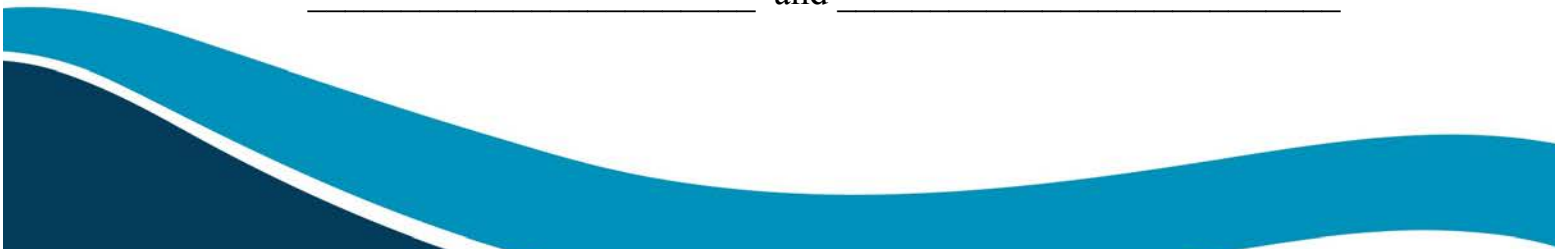
 **Missouri:** 2,540 miles
 **Mississippi:** 2,340 miles
 **Yukon:** 1,980 miles
 **Rio Grande:** 1,900 miles
 **St. Lawrence:** 1,900 miles
 **Arkansas:** 1,460 miles
 **Colorado:** 1,450 miles
 **Atchafalaya:** 1,420 miles
 **Ohio:** 1,310 miles
 **Red:** 1,290 miles

1. What is the name of the river in Arizona? _____
2. How many miles longer is the Amazon River than the river in Arizona? _____
3. Where is the Nile River located? _____
4. Where does the Rio Grande River begin and end?

5. Through what natural wonder does the Colorado River flow?

6. Where is the Yangtze River located? _____
7. Name three animals that could live along the Mississippi River

8. Through what two countries does the Red River flow?
_____ and _____



Life on the River

Using the pictures of animals living in and around a river, create a food chain by cutting out the pictures and assembling them in a natural food chain. You may be able to create more than one food chain with the pictures.

Materials: Scissors, glue, construction paper and pencils.

Directions:

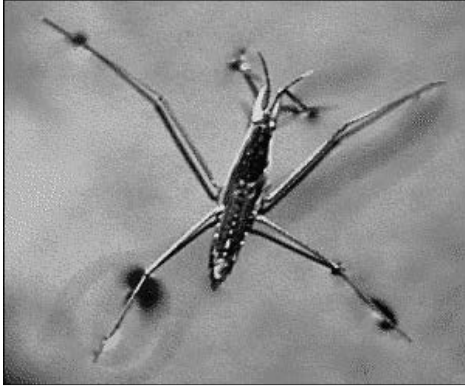
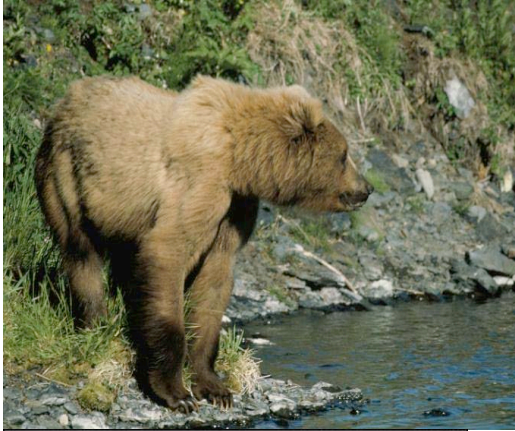
Cut the pictures out and place them on the construction paper in a 'food chain' pattern. Remember to think about the beginning of a food chain and who eats what.

Once the food chain is assembled, glue each picture on the construction paper. Label each picture in the food chain: Producers and Consumers.

For example, grass (producer) is eaten by a grasshopper (consumer). Grasshopper is eaten by a frog (consumer), frog is eaten by a snake (consumer), and snake is eaten by a hawk (consumer).

Pictures: Brown bear; cat fish; water bug; water plants; minnow; dragonfly; frogs, and river otters.





What are You?

Both turtles and tortoises are reptiles, they have that in common. But, what makes each unique? Investigate the following and find out!



Definition: _____

Distribution: _____

Shape of shell: _____

Size (weight and length): _____

Feet: _____

Diet: _____

Lifespan: _____

Habitat: _____

Definition: _____

Distribution: _____

Shape of shell: _____

Size (weight and length): _____

Feet: _____

Diet: _____

Lifespan: _____

Habitat: _____

Select a Turtle

Using technology, you can research turtles that live in or around a river, pond, or lake. Select a species of turtle that you like the most. Complete the following:

1. What is the scientific name of your turtle? _____
2. Where does your turtle live? (location) _____
3. What is the size of your turtle? _____
4. What does your turtle eat? _____
5. What is the life-span of your turtle? _____
6. What special characteristics does your turtle have? _____

Draw and color a picture of your turtle.

