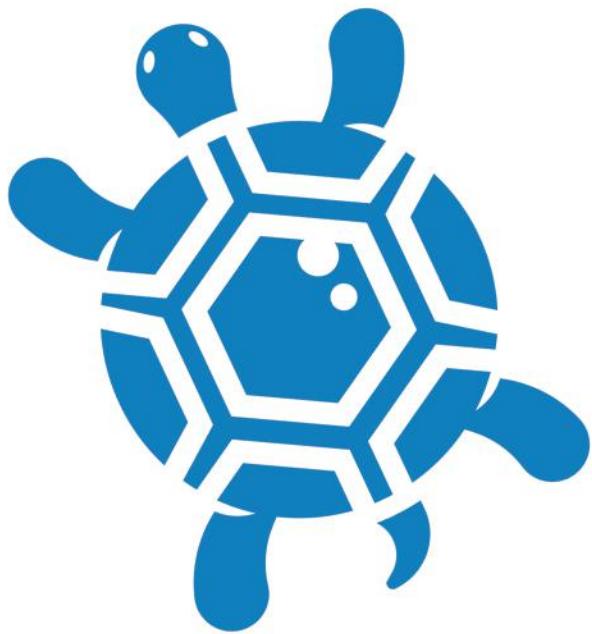
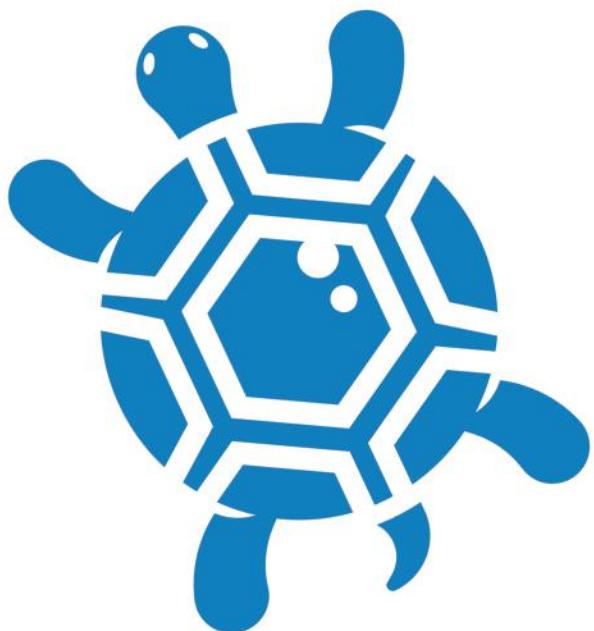


Reptiles



Wonder Guide & Activity Book
Summer 2020



Fast Reptile Facts

- There are many different reptile species, but they all have a few things in common. They're all vertebrates (they all have backbones), they all breathe through lungs, they are ectotherms, they have scales or scutes, many lay eggs, and most have four legs (except for snakes, of course!).
- Reptiles are ectotherms, so they can't regulate their body temperature internally. That means that they depend on the sun to absorb warmth and UV rays. We often see turtles basking in ponds, but snakes love to bask, too. Turtles often stick out their legs when basking to increase their surface area and absorb even more heat!
- Reptiles aren't slimy! Although some reptiles, like aquatic turtles, live in the water, their skin is actually dry. Unlike amphibians, reptiles do not rely on their skin in order to breathe, so their skin doesn't have to stay damp all the time, and they can live in drier environments, where their skin can be rough, dry, and bumpy.
- Scales help protect snakes from lots of different things, so they have to be tough. What you might not realize, though, is that they have a lot in common with our fingernails! Snake scales are made of keratin, the same material that's in our fingernails. Turtle shells are also made of keratin!
- Turtles cannot come out of their shells! Their spines are actually attached to their shells. Although not all turtles can close up their shells completely, they can pull their limbs and heads into their shells for additional protection!
- Snakes use their tongues to smell! When they stick out their tongues, they catch scent particles in the air, and bring them back into their mouth to their scent organ, called the Jacobson's organ. Have you noticed that their tongues are forked? That allows them to smell directionally!
- In addition to turtles and snakes, there are also lizards that live in Illinois! There are seven total Illinois species, including the six-lined race runner and the slender glass lizard.

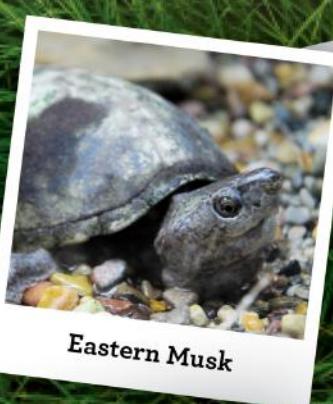


Quick Guides

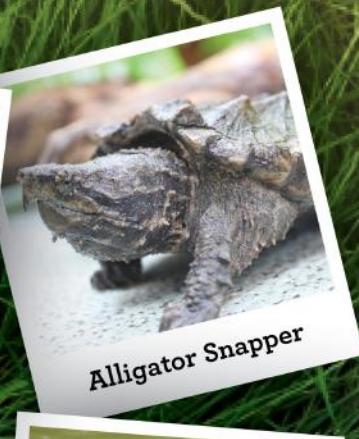
six aquatic illinois **TURTLES**



Spiny Softshell



Eastern Musk



Alligator Snapper



Painted



Red-Eared Slider



Common Snapper

CHICAGO ACADEMY OF SCIENCES



PEGGY NOTEBAERT NATURE MUSEUM

Quick Guides

six slithering illinois **SNAKES**



Common Gartersnake



Eastern Hognose Snake



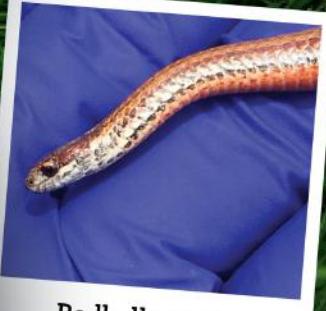
Eastern Foxsnake



Smooth Greensnake



Bullsnake



Redbelly Snake

CHICAGO ACADEMY OF SCIENCES



PEGGY NOTEBAERT NATURE MUSEUM

Image Investigator

Summary: Students observe an image and create an accompanying story to construct an explanation as to what might be going on in the image.

Grade Range (suggested): K-5

Materials:

- An image or video
- Image Investigator worksheet



ENGAGE

1. Tell students that today we will be looking at an image/video to try to understand what might be happening in it, and uncover the story that it is telling.

PREPARE TO EXPLORE

2. Introduce the image/video you will be looking at. Ask students to look closely at the image for a minute or two or watch the video once or twice.

EXPLORE

3. Once students have had a minute to look at the image or watch the video, ask them "What is going on here?" The goal of this activity is to guide your student's thinking and understanding as to what is going on in the image/video. Avoid inserting information--let students look closely and reason out their responses, rather than by discussing the facts.
4. Follow up the first question with, "What do you see that makes you say that?" to encourage students to back up their explanation with evidence from the image. This step can be repeated many times, having students build on their own ideas.
5. When a train of thought comes to an end, ask "What more can we find?" to pull out more evidence or to continue to build the explanation.

REFLECT and SHARE

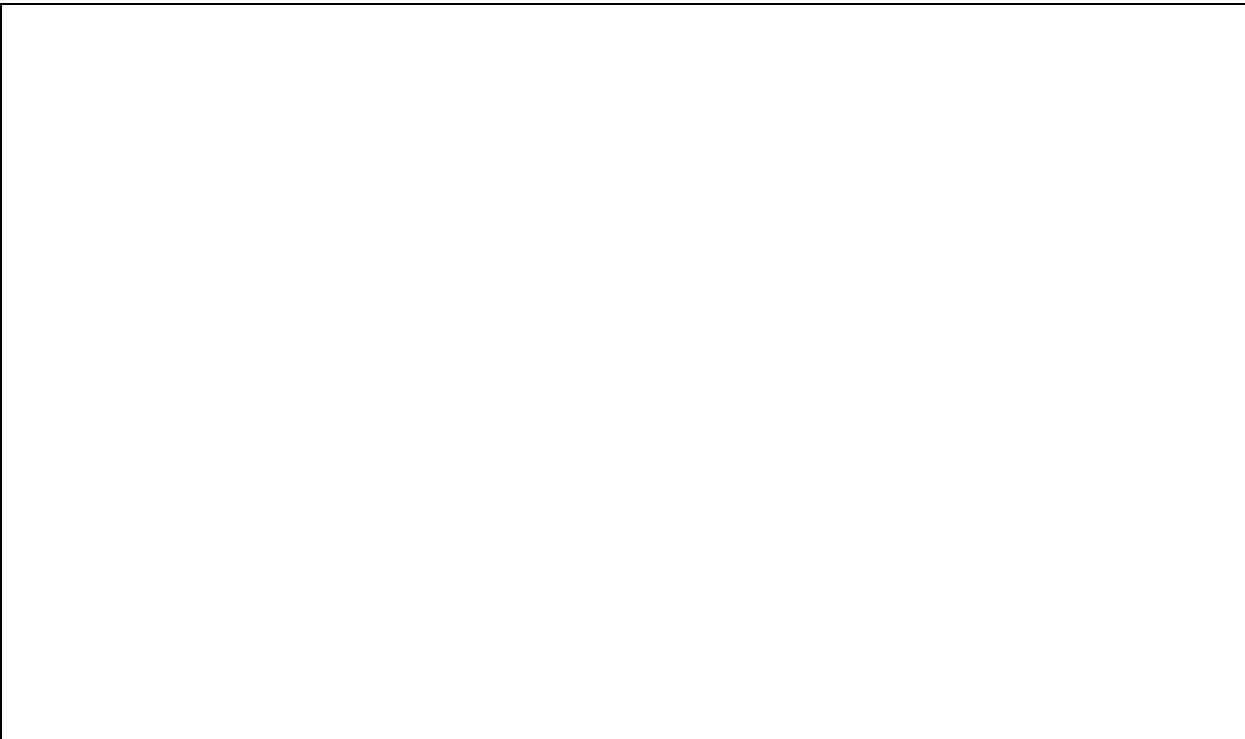
6. Now that your students have thought about the image/video and what might be going on, have them write a story that explains it using the worksheet. They can use words and/or pictures to tell their story.
7. Have students share their story with someone!

Extensions and Variations:

- Use the same graphic organizer, but look at a different image or video. It could be related to any content!
- Take all of the stories your class creates and put them together in a book to share!

Image Investigator

Use words and/or pictures to tell a story about what you observed.



Investigador de imagen

Resumen: Los estudiantes observan una imagen y crean una historia que la acompaña para construir una explicación de lo que podría estar pasando en la imagen.

Rango de grado escolar (sugerido): K-5

Materiales:

- Una imagen o video
- Hoja de trabajo del Investigador de Imágenes



Enganchar:

1. Diga a los estudiantes que hoy veremos una imagen / video para tratar de comprender lo que podría estar sucediendo en él y descubrir la historia que está contando.

Preparar para explorar:

2. Presente la imagen / video que estará viendo. Pida a los alumnos que observen detenidamente la imagen durante un minuto o dos o que vean el video una o dos veces.

Explorar:

3. Una vez que los estudiantes hayan tenido un minuto para mirar la imagen o ver el video, pregúntele "¿Qué está pasando aquí?" El objetivo de esta actividad es guiar el pensamiento y la comprensión de su estudiante sobre lo que está sucediendo en la imagen / video. Evite insertar información: permita que los alumnos observen detenidamente y razonen sus respuestas, en lugar de discutir los hechos.
4. Siga la primera pregunta con: "¿Qué ves que te hace decir eso?" para alentar a los estudiantes a respaldar su explicación con evidencia de la imagen. Este paso puede repetirse muchas veces, haciendo que los estudiantes desarrollen sus propias ideas.
5. Cuando un tren de pensamiento llega a su fin, pregunte "¿Qué más podemos encontrar?" para sacar más evidencia o continuar construyendo la explicación.

Reflexionar y Compartir:

6. Ahora que sus alumnos han pensado en la imagen / video y lo que podría estar pasando, pídale que escriban una historia que lo explique usando la hoja de trabajo. Pueden usar palabras y / o imágenes para contar su historia.
7. ¡Haga que los estudiantes compartan su historia con alguien!

Extensions and Variations:

- Utiliza el mismo organizador gráfico, pero mira una imagen o video diferente. ¡Podría estar relacionado con cualquier contenido!
- ¡Tome todas las historias que crea su clase y compártalas en un libro para compartir!

Investigador de imagen:

Use palabras y / o dibujos para contar una historia sobre lo que observó.

Drawing from the Museum's Collections



Draw/Label:

Use pictures and words to show what you notice about **ONE** of the specimens on this page.

Think:

What can you learn about this organism from observing the specimen?

What questions do you have about this specimen?

Dibuja de la Colección del Museo



Dibuja/Etiqueta:

Usa dibujos y palabras para mostrar lo que notas sobre **UN** espécimen en esta página.

Piensa:

¿Qué puedes aprender sobre este organismo al observar la muestra?

¿Cuáles preguntas tienes sobre este espécimen?

How Do Smooth Greensnakes Care for Their Young?

Prepare to Explore

1. Show the “I See/I Think” chart. Tell students we will use this chart to help us keep track of our science detective observations and help us learn about an animal and how it helps its young survive.
2. Show students an image of a prairie. Ask students what they notice about the prairie. Tell students that many reptiles live in the prairie, but today we will specifically focus on the smooth greensnake and how they help their young survive.
3. Tell students that they will be using their eyes to look for clues and make observations in photographs, which will be recorded on the chart. Tell students that they will then use those observations to come up with ideas (make inferences) and solve the mystery of how the smooth greensnake protects their young.

Explore

4. Introduce the smooth greensnake image to students. Students will observe the photo and share their observations, which are recorded on the “I See” chart.
5. Ask students (based on their observations) why they think the prairie is a good environment for the smooth greensnake. Guide student observations around physical structures of the snake that would help it survive in a prairie (coloring for camouflage). Record student inferences on the “I Think” portion of the chart.
6. Repeat the observation/inference process and discussion with the smooth greensnake and nest photos. After all groups have shared their observations, ask students (based on their observations) how they think the smooth greensnake takes care of its young. Ask students to support their inferences with evidence from the photos. During the discussion, guide students to the idea that smooth greensnakes make nests in areas with lots of grass, dirt, and twigs to provide protection for their eggs.
7. Tell students that they have now fully solved the mystery of how the smooth greensnake helps their young survive in the prairie! They have been wonderful science detectives and used their scientific skills of observing closely!

Reflect & Share

8. Ask students: Did you see an adult snake in the pictures of the nests? Why do you think that is? Explain to students that smooth greensnakes leave after they lay their eggs because they hatch out of their eggs being able to find their own food.
9. Ask if students know of any other animals that care for their young in a similar way (monarch lays egg on underside of leaf, box turtle lays egg in a nest then leaves, etc.).

Extensions

- Repeat this same process with another animal you are interested in!
- Want to learn more about how the Nature Museum is helping smooth greensnakes? Read this Click Magazine excerpt featuring our Herpetologist Dr. Allison: bit.ly/Greensnakes

How Do Smooth Greensnakes Care for Their Young?

1. Look at this picture of a PRAIRIE. What do you notice about the prairie?



2. Look at these pictures of the smooth greensnake. What do you see? Add your noticing to the “I See...” part of the chart below.



3. Then, thinking about the smooth greensnake and the prairie, add your ideas of why the prairie might be a good spot for a smooth greensnake to live in the “I Think...” part of the chart below.

I see...	I think...

4. Next, look at these pictures of smooth greensnake nests. What do you see? Add your noticing to the “I See...” part of the chart.



5. Then, using your observations as evidence, add your ideas to the “I Think...” part of the chart.
6. Finally, using all of your seeing and thinking, how do you think smooth greensnakes care for their young?

¿Cómo cuidan las serpientes verdes lisas para sus crías?

Prepárate para explorar

1. Muestre el cuadro "Veo / Pienso". Diga a los estudiantes que usaremos este cuadro para ayudarnos a realizar un seguimiento de nuestras observaciones de detectives de ciencias y ayudarnos a aprender sobre un animal y cómo ayuda a sus crías a sobrevivir.
2. Muestre a los estudiantes una imagen de una pradera. Pregunte a los estudiantes que notan sobre la pradera. Dígales a los estudiantes que muchos reptiles viven en la pradera, pero hoy nos centramos específicamente en la serpiente verde lisa y cómo ayudan a sus crías a sobrevivir.
3. Diga a los estudiantes que usarán sus ojos para hacer observaciones en fotografías, que ellos podrán agregar a la tabla. Diga a los estudiantes que luego usarán esas observaciones para proponer ideas (hacer inferencias) y resolver el misterio de cómo la serpiente verde lisa protege a sus crías.

Explorar

4. Presente la imagen de serpiente verde lisa a los estudiantes. Los estudiantes observarán la foto y compartirán sus observaciones, que se registran en el cuadro "Veo".
5. Pregunte a los estudiantes (según sus observaciones) por qué creen que la pradera es un buen ambiente para la serpiente verde lisa. Guíe las observaciones de los estudiantes sobre las estructuras físicas de la serpiente que la ayudarían a sobrevivir en una pradera (coloración para camuflar). Registre las inferencias de los estudiantes en la parte "Pienso" de la tabla.
6. Repita el proceso de observación / inferencia y la discusión con la serpiente verde lisa y las fotos de nidos. Después de que todos los grupos hayan compartido sus observaciones, pregunte a los estudiantes (según sus observaciones) cómo creen que la serpiente verde lisa cuida a sus crías. Pídale a los estudiantes que apoyen sus inferencias con evidencia de las fotos. Durante la discusión, guíe a los estudiantes a la idea de que las serpientes verdes lisas hacen nidos en áreas con mucha hierba, tierra y ramitas para proteger sus huevos.
7. ¡Diga a los estudiantes que ahora han resuelto completamente el misterio de cómo la serpiente verde lisa ayuda a sus crías a sobrevivir en la pradera! ¡Han sido maravillosos detectives científicos y han usado sus habilidades científicas para observar de cerca!

Reflexionar y Compartir

8. Pregunte a los estudiantes: ¿Viste una serpiente adulta en las fotos de los nidos? ¿Por qué crees que es? Explique a los estudiantes que las serpientes verdes lisas se van después de poner sus huevos porque salen de sus huevos y pueden encontrar su propia comida.
9. Pregunte a los estudiantes si conocen otros animales que cuiden a sus crías de manera similar (la monarca pone el huevo en la hoja, la tortuga de caja pone el huevo en un nido y luego se va, etc.).

Extensiones

- ¡Repita este proceso con otro animal que le interese!
- ¿Quieres aprender más sobre cómo el Museo de la Naturaleza está ayudando las serpientes verdes lisas? Lea este artículo de Click Magazine que presenta a nuestra herpetologa Dr. Allison: bit.ly/Greensnakes

¿Cómo cuidan las serpientes verdes lisas para sus crías?

1. Mira la imagen de la PRADERA. ¿Qué notas sobre la pradera?



2. Mira las fotos de la serpiente verde lisa. ¿Qué ves? Agrega tus observaciones al parte "Veo..." de la tabla a continuación.



3. Luego, pensando en la serpiente verde lisa y la pradera, agrega tus ideas de por qué la pradera podría ser un buen lugar para que una serpiente verde lisa viva en la parte "Pienso ..." de la tabla a continuación.

Veo...	Pienso...

4. A continuación, mire estas imágenes de nidos de serpientes verdes lisas. ¿Qué ves? Agrega tus observaciones a la parte "Veo" de la tabla.



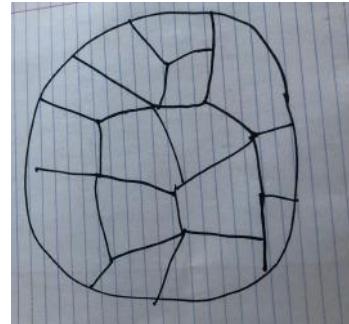
5. Luego, usando sus observaciones como evidencia, agrega tus ideas a la parte "Pienso..." de la tabla.
6. Finalmente, usando todo lo que viste y pensaste ¿cómo cree que las serpientes verdes suaves cuidan de sus crías?

Build Your Own Turtle

Materials:

- Paper
- Coloring tool (crayons, pencils, markers)
- Scissors
- Tape or glue

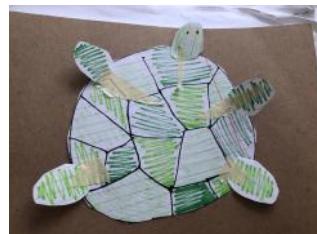
1. Use two pieces of paper (or a paper plate) to create two outlines of turtle shells. Cut along the lines to cut out your turtle shell. Cut out 6 smaller circles to use as a head, tail and legs.



2. Color in your turtle's shells, legs, tail and head.



3. Flip over your turtle shell, legs and head. Use tape or glue to attach the legs, head and tail to the bottom of the shell. Then, tape or glue the plastron (the bottom shell) to the turtle.



4. Flip your turtle back over and show someone in your house your turtle!

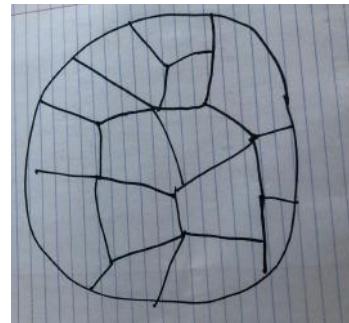


Construye tu propia tortuga

Materiales:

- Papel
- Herramienta para colorear (crayones, lápices, marcadores)
- Tijeras
- Cinta o pegamento

1. Use dos trozos de papel (o un plato de papel) para crear dos contornos de caparazones de tortuga. Corte a lo largo de las líneas para cortar su caparazón de tortuga. Recorte 6 círculos más pequeños para usar como cabeza, cola y piernas.



2. Colorea el caparazón, las patas, cola y cabeza de tu tortuga.



3. Use cinta adhesiva o pegamento para unir las patas, la cabeza y la cola al fondo del caparazón. Luego, pega con cinta o pega el plastrón (el caparazón inferior) a la tortuga.



4. ¡Voltea tu tortuga y muéstrale a alguien en tu casa tu tortuga!



How are Blanding's turtles impacted by raccoon populations?

Did you know our Blanding's Turtles are endangered species? Learn about the pressures they can face in our area by modeling their interactions with raccoons.

Materials:

- 20 spoons
- 100 beans
- 1 paper plate

Instructions:

1. Get one plate with 20 beans and one spoon for the group (a group of 4 works best). Have students record these numbers as "year 1" on the graph on their data sheet. In our model, the beans represent turtle eggs and the spoons represent raccoons.
2. Instruct students to simulate year 2 by closing their eyes and taking only one scoop of beans using the spoon. Remind students that the goal of this simulation is not necessarily to get all of the beans, but to represent the relationship between raccoons and turtles in an urban area.
3. If the raccoon gets more than 2 turtle eggs, it will survive and reproduce. If it does not, it will not survive and is removed from the simulation. Add one spoon if the raccoon reproduces. Have students record the number of raccoons and turtles on their graph for year 2. Have students simulate year 3 using the same procedure. If the raccoon survives and reproduces, add a spoon. Instruct students to record the number of raccoons.
4. The remaining turtles will survive and reproduce. Double the number of turtle eggs remaining on the plate. Have students record the number of Blanding's turtles on their graph for year 3.
5. Repeat steps 2-4 until 9 years of data is collected or until all of the Blanding's turtles are gone.
6. To help make sense of your data, consider graphing your results.
7. Then have students look at their data sheet: What can we learn about the Blanding's Turtle population from our data? Some follow up questions could be: What happened to the Blanding's turtle population when there were more raccoons? (there were fewer turtles) Is it possible for the raccoons to eat all of the Blanding's turtle eggs? (yes)
8. Have students reflect: What could we do to help the Blanding's turtle population? Then, learn more about what the Nature Museum is doing to help the Blanding's turtle population by checking out our website!

Raccoon and Blanding's turtle population simulation

	Number of raccoons in the population <i>How many raccoons are there at the end of the year?</i>	Number of turtles in the population <i>How many turtles are there at the end of the year?</i>
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		
Year 6		
Year 7		
Year 8		
Year 9		
Year 10		
Year 11		
Year 12		

Year 1: Start with 20 turtle eggs. To gather food, close your eyes and swipe the raccoon-spoon across the plate. If you collect 2 eggs you can survive and reproduce, so add another raccoon-spoon. If you collect fewer than 2 eggs, you do not survive (put the spoon in the bag). Put the collected beans in the bean bag.

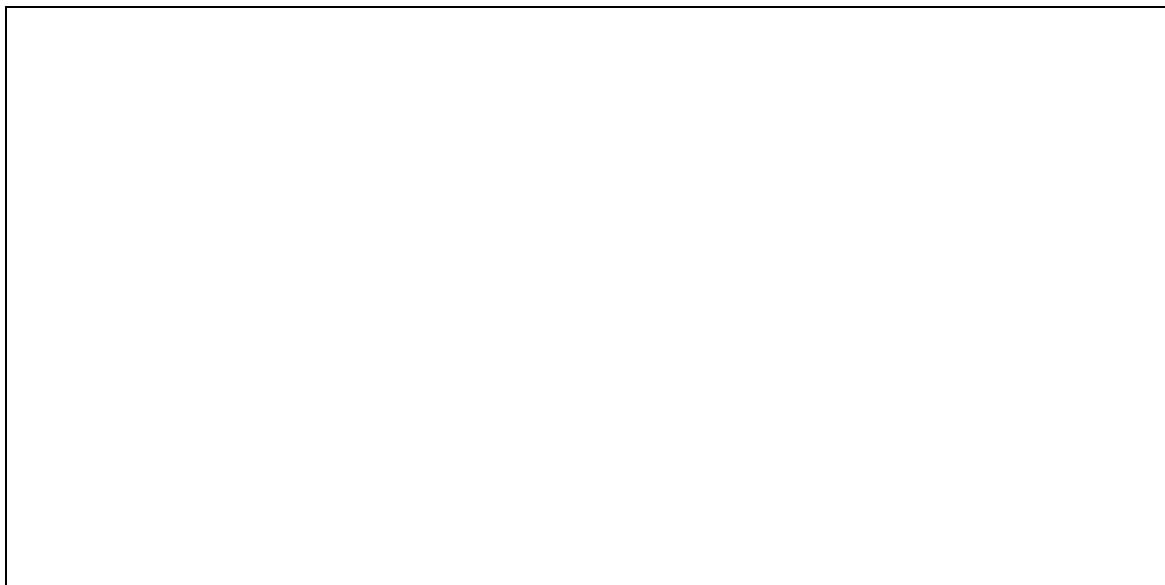
Record how many turtles and raccoons remain in the community in the table above.

Year 2: If there are no raccoons in your community, another will migrate to your area. Start with one raccoon. Each raccoon in the community will gather food, and if they collect 2 eggs, they survive and reproduce.

Record the number of turtles and raccoons in the table above.

Year 3: This is the year that turtles reproduce! Double the number of turtle eggs before the raccoon collects food. Then the raccoons can collect food just like in Year 1 and 2. **Record the number of turtles and raccoons that remain in the table above.**

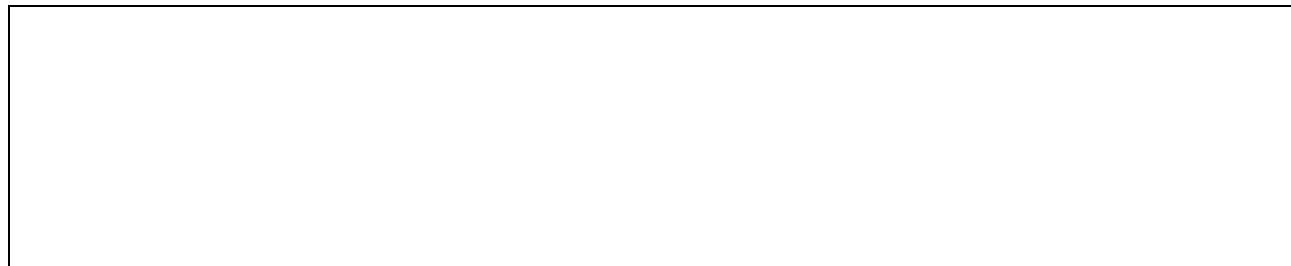
Graph the raccoon population using one color. Then graph the Blanding's turtle population with another color. Be sure to label your axis and make a key.



What can we learn about the Blanding's Turtle population from our data?



What could we do to help the Blanding's turtle population?



¿Cómo son afectadas las tortugas Blanding por las poblaciones de mapaches?

¿Sabías que las tortugas Blanding son especies en peligro de extinción? Modele las interacciones de las tortugas con los mapaches para conocer las presiones que pueden enfrentar en nuestra área.

Materiales:

- 20 cucharas
- 100 frijoles
- 1 plato de papel

Instrucciones:

1. Obtenga un plato con 20 frijoles y una cuchara para el grupo (un grupo de 4 funciona mejor). Haga que los estudiantes registren estos números en el "año 1" en el gráfico de su hoja de datos. En nuestro modelo, los frijoles representan huevos de tortuga y las cucharas representan mapaches.
2. Indique a los alumnos que simulen el año 2 cerrando los ojos y tomando solo una cucharada de frijoles con la cuchara. Recuerde a los estudiantes que el objetivo de esta simulación no es necesariamente obtener todos los frijoles, sino representar la relación entre mapaches y tortugas en un área urbana.
3. Si el mapache obtiene más de 2 huevos de tortuga, sobrevivirá y se reproducirá. Si no lo hace, no sobrevivirá y se elimina de la simulación. Agregue una cuchara si el mapache reproduce. Haga que los estudiantes registren el número de mapaches y tortugas en su gráfica para el año 2. Haga que los estudiantes simulen el año 3 usando el mismo procedimiento. Si el mapache sobrevive y se reproduce, agregue una cuchara. Indique a los alumnos que registren la cantidad de mapaches.
4. Las tortugas restantes sobrevivirán y se reproducirán. Duplique la cantidad de huevos de tortuga que quedan en el plato. Haga que los estudiantes registren el número de tortugas de Blanding en su gráfico para el año 3.
5. Repita los pasos 2 a 4 hasta que se recopilen 9 años de datos o hasta que se hayan ido todas las tortugas Blanding.
6. Para ayudar a dar sentido a sus datos, considere graficar sus resultados.
7. Luego, haga que los estudiantes miren su hoja de datos: ¿Qué podemos aprender sobre la población de tortugas Blanding a partir de nuestros datos? Algunas preguntas de seguimiento podrían ser: ¿Qué pasó con la población de tortugas Blanding cuando había más mapaches? (había menos tortugas) ¿Es posible que los mapaches se coman todos los huevos de tortuga de Blanding? (si)
8. Haga que los alumnos reflexionen: ¿Qué podríamos hacer para ayudar a la población de tortugas Blanding? Luego, aprenda más sobre lo que el Museo de la Naturaleza está haciendo para ayudar a la población de tortugas de Blanding visitando nuestro sitio web.

Simulación de la población de tortugas Blanding y los mapaches

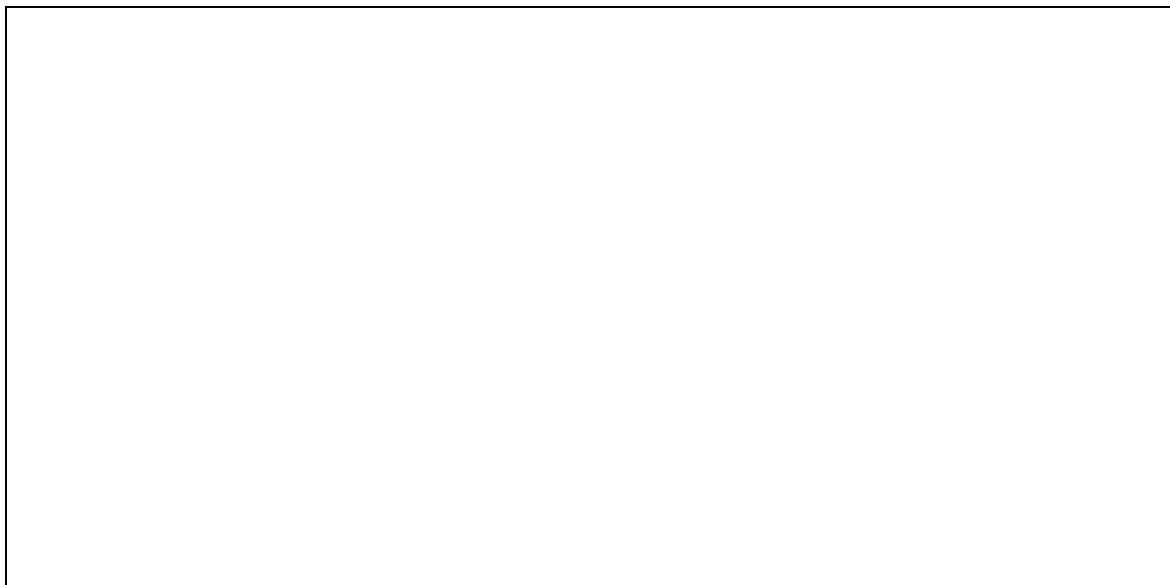
	Número de mapaches en la población. ¿Cuántos mapaches hay al final del año?	Número de tortugas en la población. ¿Cuántas tortugas hay al final del año?
Año 1		
Año 2		
Año 3		
Año 4		
Año 5		
Año 6		
Año 7		
Año 8		
Año 9		
Año 10		
Año 11		
Año 12		

Año 1: Comience con 20 huevos de tortuga. Para recoger comida, cierra los ojos y desliza la cuchara de mapache por el plato. Si recolecta 2 huevos puede sobrevivir y reproducirse, así que agregue otra cuchara de mapache. Si recolecta menos de 2 huevos, no sobrevive (ponga la cuchara en la bolsa). Ponga los frijoles recogidos en la bolsa de frijoles. **Registre cuántas tortugas y mapaches quedan en la comunidad en la tabla de arriba.**

Año 2: Si no hay mapaches en su comunidad, otro migrará a su área. Comience con un mapache. Cada mapache en la comunidad recolectará comida, y si recolectan 2 huevos, sobrevivirán y se reproducirán. **Registre el número de tortugas y mapaches en la tabla de arriba.**

Año 3: ¡Este es el año en que las tortugas se reproducen! Duplique el número de huevos de tortuga antes de que el mapache recolecte comida. Luego, los mapaches pueden recolectar alimentos como en el año 1 y 2. **Registre la cantidad de tortugas y mapaches que quedan en la tabla de arriba.**

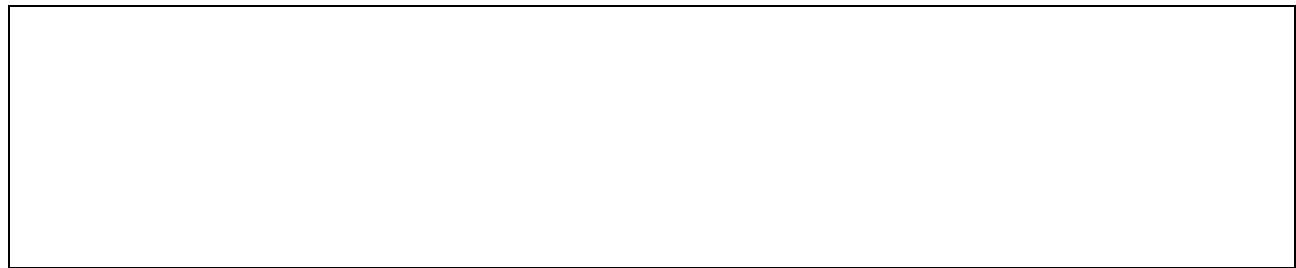
Grafica la población de mapaches usando un color. Luego grafica la población de tortugas Blanding con otro color. Asegúrese de etiquetar su eje y hacer una clave.



¿Qué podemos aprender sobre la población de tortugas Blanding a partir de nuestros datos?



¿Qué podríamos hacer para ayudar a la población de tortugas Blanding?



Structure and Function: Box turtle

Description: Students will make close observations of a box turtle through images and video to think about different structures and their functions.

Grade Range (suggested): PreK-2

Materials

- Student data sheet (includes images and video link for students to observe)
- Video of box turtle eating: bit.ly/PNNMOpal

ENGAGE

1. Introduce students to the images of the turtle on the data sheet. Ask students to share or note anything they notice or wonder.

PREPARE TO EXPLORE

2. Tell students that today, they will be thinking about the different body parts (structures) that they can observe on the turtle, and think about what the body part is used for (function).

EXPLORE

3. Have students observe closely the images on the data sheet and the video (bit.ly/PNNMOpal) of the box turtle.
4. Then ask students to record with pictures and/or words what body parts they see, and what those body parts might be used for. (*in the video, you can observe the turtle using its mouth or beak to eat a mealworm as food, in the photo you can observe the turtles claws that it uses to dig in the soil for food or shelter*)

REFLECT and SHARE

5. Ask students to describe the evidence they collected on their data sheet to someone else.
6. Ask students to act out some of the body parts and their functions.
7. Ask students to think about whether all of the different body parts they noticed do the same thing. What body parts help the turtle find and eat food? Which body parts help protect the turtle? (*Guide students to conclude that different parts are used in different ways to help the box turtle survive.*)

Extensions and Variations:

Repeat this activity with other animals or plants! Use images or videos from the Nature Museum to spark student wonder.

Structure and Function: Box Turtle

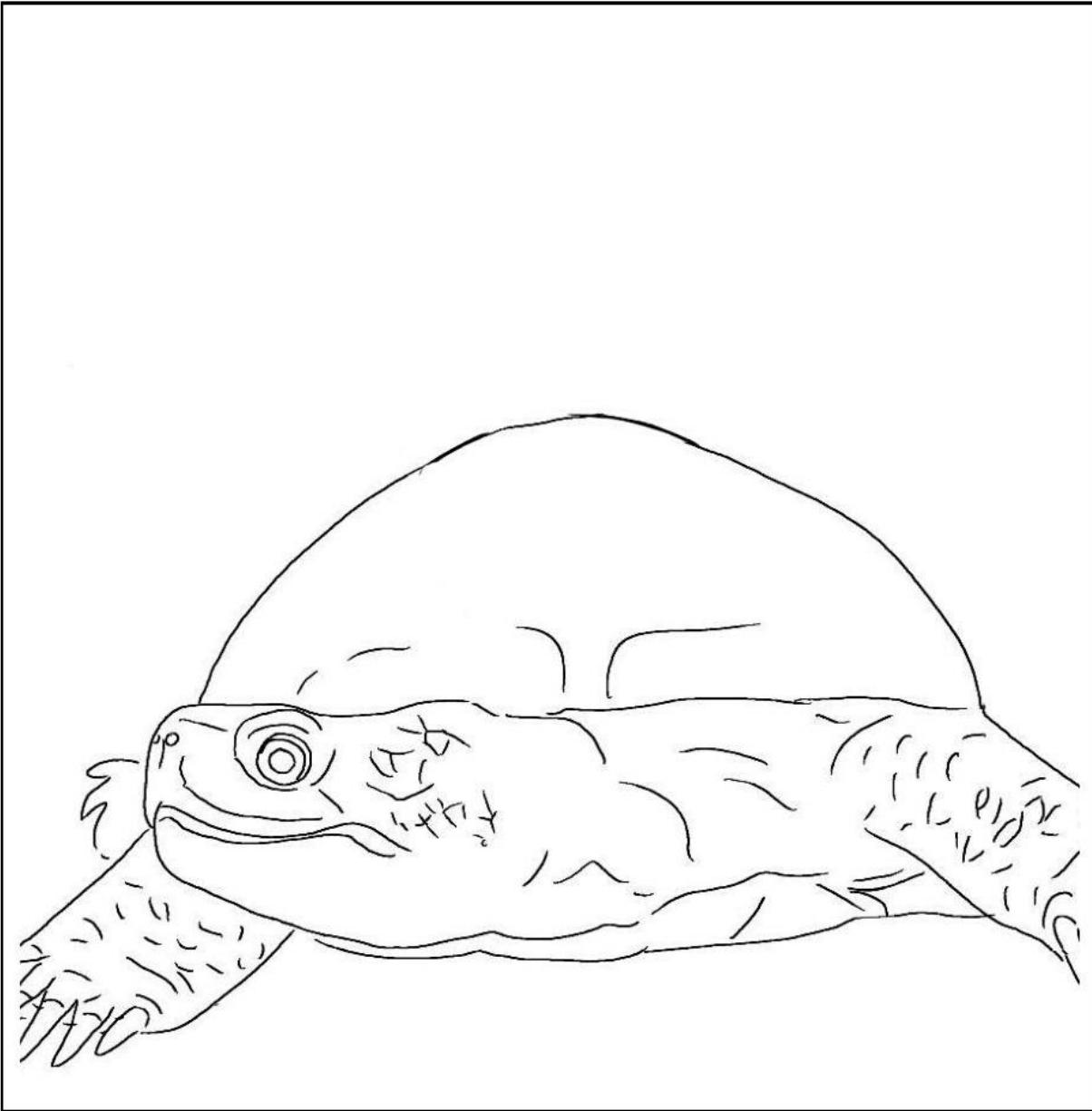
1. What do you **notice** and **wonder** about the box turtle from the photos and video?



2. Use **words** and **pictures** to record what you notice about the box turtle's body parts.

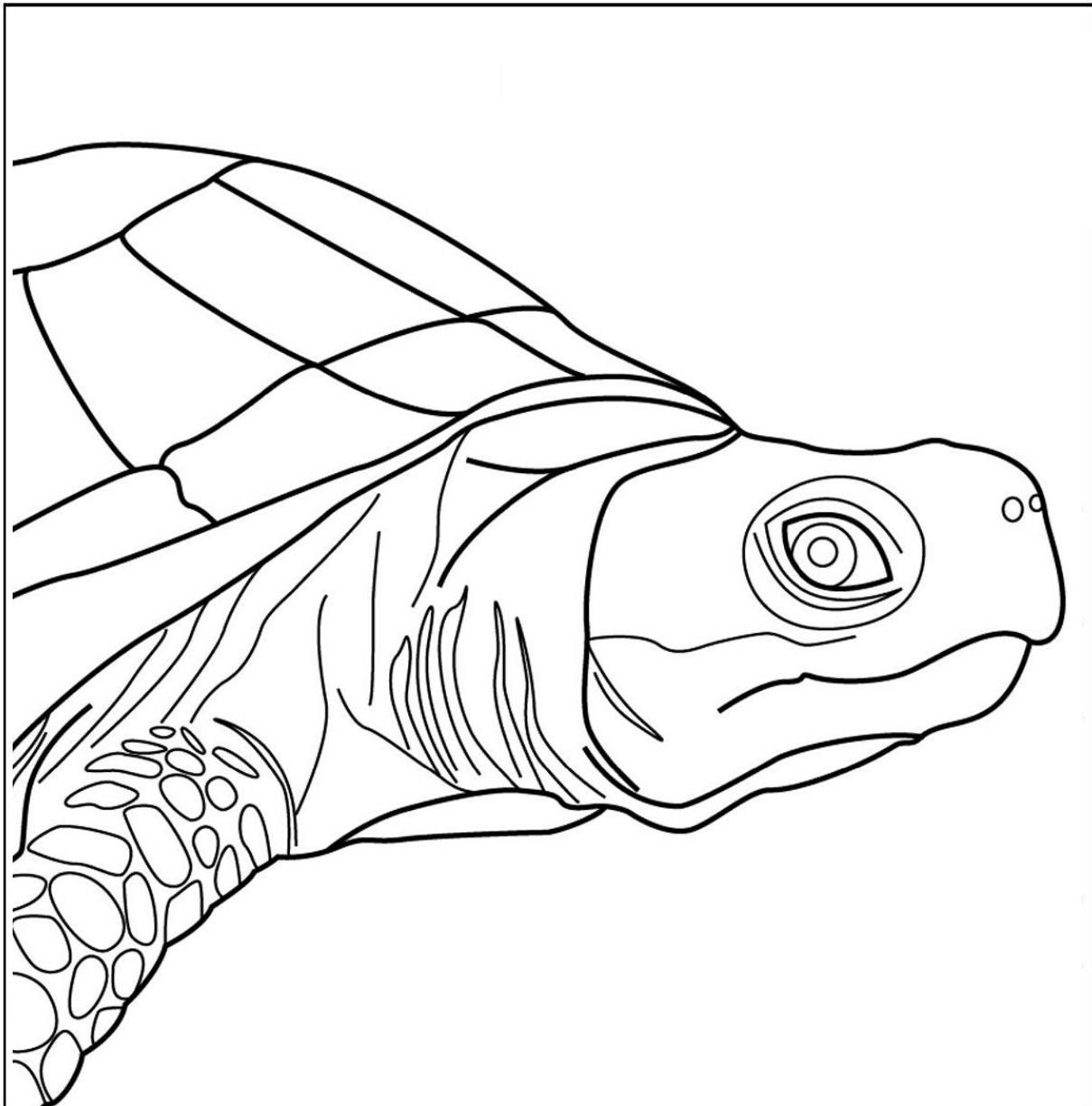
What <u>body parts</u> do you see on a box turtle?	What do you think the body part does?

Blanding's Turtle Coloring Sheet



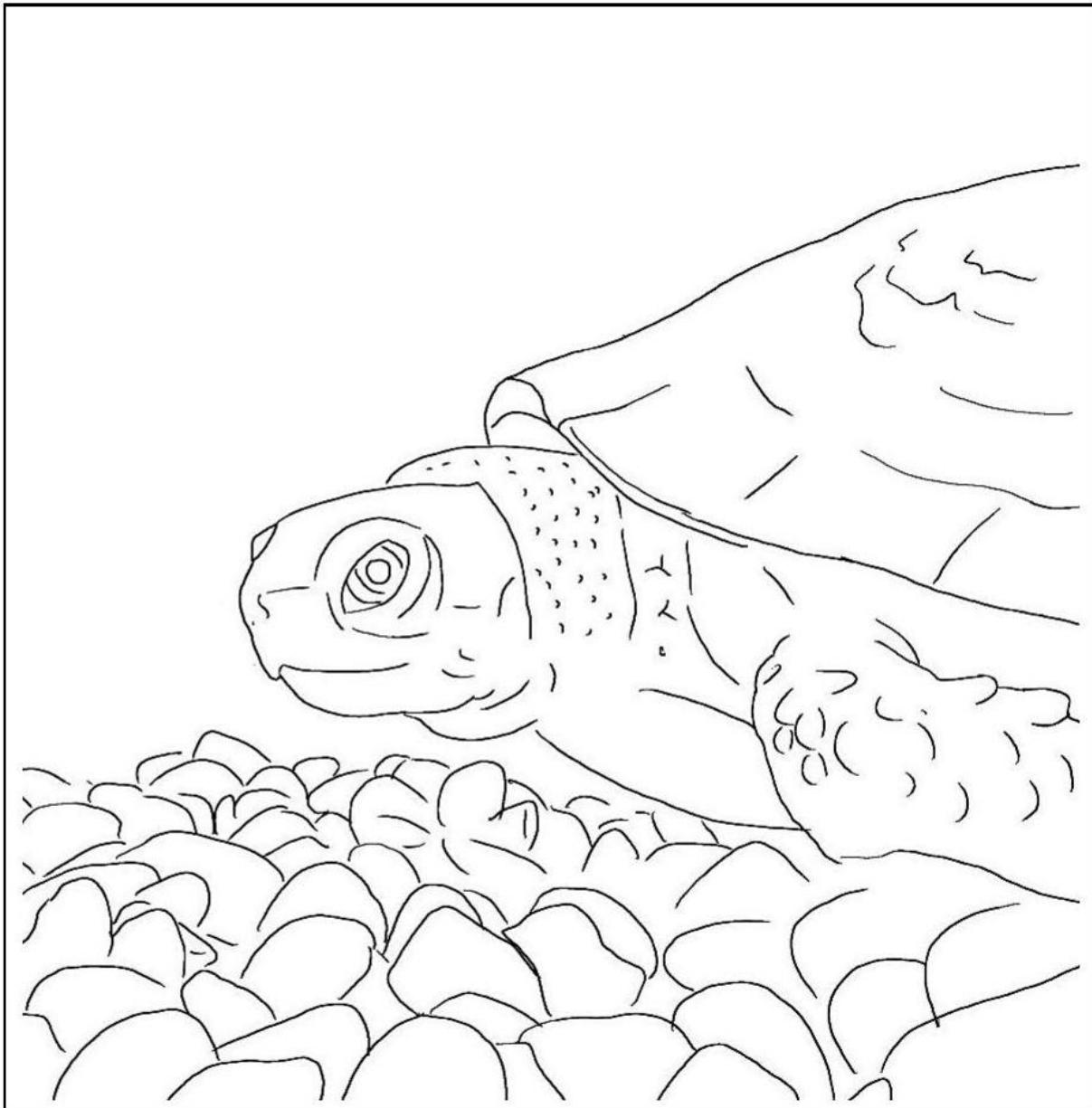
Blanding's turtles are endangered in Illinois. They're aquatic turtles, which means they spend most of their time in the water. They're omnivores, so they eat both plants and animals (like fish). Their distinctive yellow throat and permanent smile help distinguish from other turtles.

Eastern Box Turtle Coloring Sheet



Eastern box turtles are native to Illinois. They're terrestrial turtles, which means they spend most of their time on land. They're omnivores, so they eat both plants and animals (like fish). They're called box turtles because they can close their shells like a box.

Spotted Turtle Coloring Sheet



Spotted turtles are endangered in Illinois. They're aquatic turtles, which means they spend most of their time in the water. They tend to live in shallow moving bodies of water. They're omnivores, so they eat both plants and animals (like fish).

Alligator Snapping Turtle Coloring Page



Alligator snapping turtles are endangered in Illinois. They're aquatic turtles, which means they spend most of their time in the water. They're carnivores, meaning that they eat other animals. They're often called the "dinosaurs of the turtle world."

Create Your Own Ethogram

An **ethogram** is a record of the common behaviors of a species, often in pictorial form. Ethograms can be recorded over any period of time, and can be informative when studying animal behavior. The goal of an ethogram is to collect data on what behaviors an animal engages in most, and how often they perform those behaviors. Pick one animal to watch (your pet, something out the window, a bug crawling in the house!) In the table below, list one possible behavior your animal could engage in (eating, drinking, resting, running, etc.) on each line. The last line has already been labeled “other” in case there is a behavior you observe that you had not thought of yet!

An ethogram works best when one person will be the timer and recorder while the other person is the observer. The observer **never** looks away from the animal. The timer and recorder will count 15 seconds and tell the observer to ‘LOOK’. The observer will say what the animal is doing. The timer then records the observation in the table below. Put a check mark by the one behavior your animal is doing at that time. It is important that the observer **always** watches the animal.

Behavior	1 st Look	2 nd Look	3 rd Look	4 th Look	5 th Look	6 th Look
Other						

What did you learn about your animal’s behavior?

What behaviors did it do most often? What behaviors did it do least often?

Why do you think your animal engages in these behaviors so often?

Crea tu propio Etograma

Un **etograma** es un registro de los comportamientos comunes de una especie de animal, a menudo en una forma pictórica. Los etogramas pueden registrarse durante cualquier periodo de tiempo y pueden ser informativos al estudiar el comportamiento de los animales. El objetivo de un etograma es recopilar datos sobre los comportamientos en los que más se involucra un animal y con qué frecuencia realizan esos comportamientos. Elija un animal para observar (su mascota, algo por la ventana, un insecto en la casa). En la tabla, enumera un posible comportamiento que su animal podría tener (comer, beber, descansar, correr, etc.) en cada línea. ¡La última línea ya ha sido etiquetada como “otra” en caso de que haya un comportamiento que observe que aun no había pensado!

Un etograma funciona mejor cuando una persona será el temporizador y el registrador, mientras que la otra persona será el observador. El observador **nunca** aparta la vista del animal. El temporizador y el registrador contará 15 segundos y le indicará al observador que “MIRE”. El observador dirá lo que está haciendo el animal. El temporizador registra la observación en la tabla. Marques el comportamiento que tu animal está haciendo en ese momento. Es importante que el observador **siempre** observe al animal.

Comportamiento	1 ^{era} Mirada	2 ^{da} Mirada	3 ^{era} Mirada	4 ^{ta} Mirada	5 ^{ta} Mirada	6 ^{ta} Mirada
Otro						

¿Qué aprendiste sobre el comportamiento de tu animal?

¿Qué comportamientos hizo con más frecuencia? ¿Qué comportamientos hizo con menos frecuencia?

¿Por qué crees que tu animal se involucra en estos comportamientos con tanta frecuencia?

Additional Resources

Want to keep learning? Check out these resources!

Explore some reptiles in more detail! Check out Patricia Whitehouse's book, "Snakes."

Check it out in English and Spanish: <https://archive.org/details/snakes0000whit>

And in Spanish: <https://archive.org/details/laserpientesnake00patr>

Heading to the library? Check out some of our favorite Story Time books:

- "The Turtle Book" by Mel Crawford
- "Miles and Miles of Reptiles" by Trish Rabe
- "Joan Procter, Dragon Doctor" by Patricia Valdez

Check out our YouTube channel for videos of local reptiles, Critter Connections of our museum animals, plus reptile-focused Story Times:

<https://www.youtube.com/peggynnm>

Explore other activities, crafts, and more: naturemuseum.org/stem

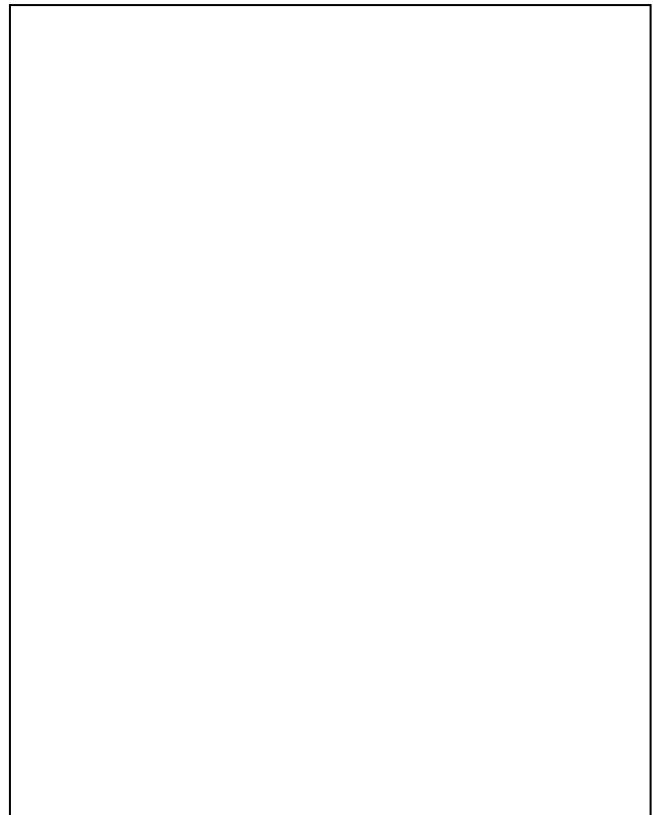


Neighborhood Reptiles

Reptile name:

Description (color, size, etc):

Diet:



Habitat (where did you see it):

Behaviors (what was it doing?):

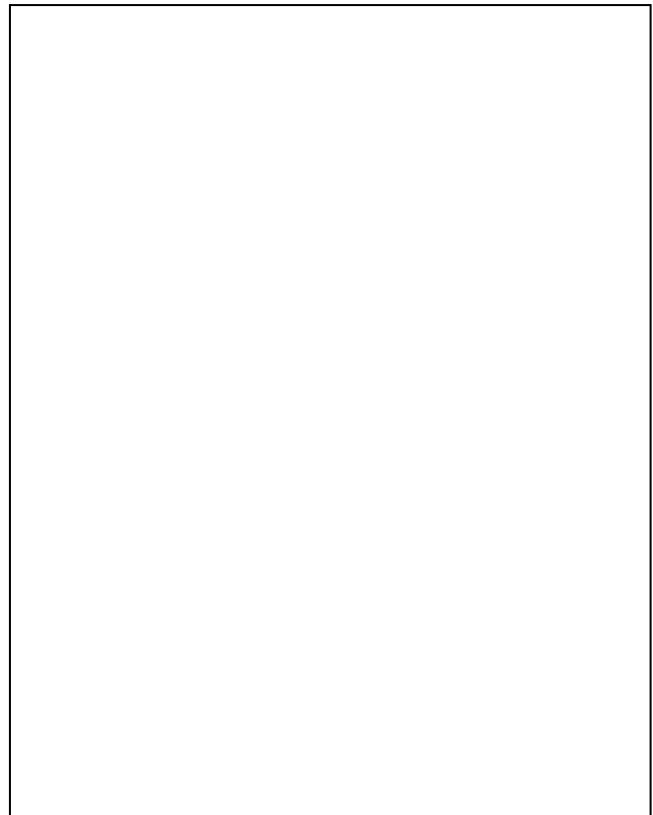
Drawing and research done by: _____

Neighborhood Reptiles

Reptile name:

Description (color, size, etc):

Diet:



Habitat (where did you see it):

Behaviors (what was it doing?):

Drawing and research done by: _____

My Observations

I'm observing _____.

I notice:

(use words and drawings to describe what you're observing)

I wonder:

(write all the questions you have about what you're observing)

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I'm observing _____.

I notice:

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Story Time Graphic Organizer

Story Time Book Title: _____

Use words and pictures to share about
a main idea in the story you read.

Describe some adventure or exploration that happened.

How is nature involved in the story?

After reading the story, what do you wonder?

As you were reading the story, how did you feel?

Does the story give you any ideas in your own life?

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