

# 5: Island Animals

## Based on the US Virgin Islands quarter



### OBJECTIVE

Students will understand the concepts of endangered animals and conservation. Students will use writing to inform and persuade.



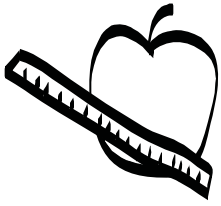
### MATERIALS

- 1 overhead projector
- 1 overhead transparency of the “US Virgin Islands Quarter Reverse” page
- Copies of the following:
  - “Island Animals” worksheet
  - “Save the Leatherback!” worksheet
- 1 class map of the United States
- 1 copy of a text that includes general information about the US Virgin Islands, such as:
  - *State-by-State Atlas* by Justine Ciovacco, Kathleen A. Felley, and Kristen T. Behrens
  - *The Kingfisher Geography Encyclopedia* by Clive Gifford
  - *The Young People’s Atlas of the United States* by James Harrison
  - *U.S. Atlas for Young People* by Tom Smith
- 1 copy of a text that gives information about leatherback turtles, such as:
  - *Leatherback Turtle: The World’s Heaviest Reptile* by Kirsten Hall
  - *Endangered Sea Turtles* by Bobbie Kalman
  - *The Life Cycle of a Sea Turtle* by Bobbie Kalman
  - *Leatherback Sea Turtle (Animals in Danger)* by Rod Theodorou
- Chart paper
- Markers
- Examples of trifold brochures
- White construction paper
- Poster paper



### PREPARATIONS

- Make an overhead transparency of the “US Virgin Islands Quarter Reverse” page.
- Make copies of each of the following:
  - “Island Animals” worksheet (1 per student)
  - “Save the Leatherback!” worksheet (1 per student)



# Island Animals

- Locate a text that gives information about the US Virgin Islands (see examples under “Materials”).
- Locate a text that gives information about the leatherback turtle (see examples under “Materials”).
- Make an example of a trifold brochure.



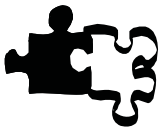
## GROUPINGS

- Whole group
- Small group
- Pairs
- Individual work



## CLASS TIME

Three 30- to 45-minute sessions



## CONNECTIONS

- Science
- Social Studies
- Language Arts



## TERMS AND CONCEPTS

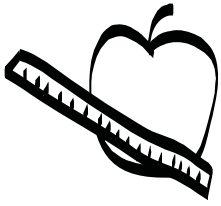
- Quarter
- Territory
- Leatherback turtle
- Conservation
- Obverse (front)
- Island
- Endangered
- Reverse (back)
- Environment
- Extinct



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

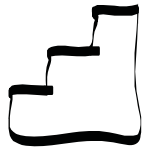
- The writing process
- Venn diagrams
- Plants and animals
- Islands



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# Island Animals

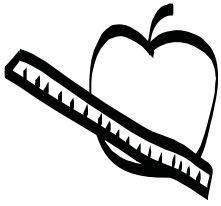
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## STEPS

### Session 1

1. Describe the 50 State Quarters® Program and the District of Columbia and U.S. Territories Quarters Program for background information, if necessary, using the example of our own state's or territory's quarter. Then display the "US Virgin Islands Quarter Reverse" overhead transparency. Tell the students that the back of a coin is called the reverse, and "obverse" is another name for the front. Locate the US Virgin Islands on a classroom map. Note their position in relation to your school's location.
2. When defining "US territory" (lowercase "t") for your students, the United States Mint recognizes and uses the Department of the Interior's definitions found at [www.doi.gov/oia/Islandpages/political\\_types.htm](http://www.doi.gov/oia/Islandpages/political_types.htm).
3. Ask the students to examine the coin design and tell you what they see. List their responses on chart paper. Explain to the students that the island shapes represent the US Virgin Islands, whose main islands are St. Croix (CROY), St. John, and St. Thomas. The image also includes the official bird (yellow breast or banana quit) and the official flower (yellow cedar or yellow elder) of the US Virgin Islands along a beach background. Ask the students to share what they may already know about these images. List their responses on the chart.
4. Ask the students to brainstorm why these items are included on the quarter design. After discussion, tell the students that these images were selected to represent the natural beauty of the islands. Discuss the features of island environments, which include the island itself and the shallow waters surrounding the island.
5. Distribute an "Island Animals" worksheet to each student. Briefly review the concept of a Venn diagram with the students. Explain to the students that they will list island animals, grouping them by whether they live on land, in the water, or both. This worksheet will be completed during the reading. Before the reading, have the students add the yellow breast bird to their charts as an animal that lives on land.
6. Introduce the students to the selected text about the US Virgin Islands. As a group, preview the text. As information about the islands is read, add it to the chart. Pay special attention to parts of the text that relate to island animals, guiding the students to add them to their "Island Animals" worksheets. During the reading, attend to unfamiliar vocabulary and concepts.
7. After reading the selected text, review the charted information about the U.S. Virgin Islands. Have the students add more animals to their "Island Animals" worksheet based on ideas that they have about islands. Allow the students time to work. After finishing, encourage the students to share their work in pairs.
8. Explain to the students that in the next session they will learn about one particular island animal: the leatherback turtle. Have them add this animal to their worksheet.



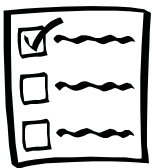
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# Island Animals

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## Sessions 2 and 3

1. Display the “US Virgin Islands Quarter Reverse” overhead transparency. Review with the students the material covered in the previous session, reminding the students that they all added the leatherback turtle to their worksheets.
2. Introduce the students to the selected text about the leatherback turtle. As a group, preview the text. Display a two-column chart labeled “Dangers” and “Ways to Help.” During the reading, list dangers to the leatherback turtle and ways to help the leatherback turtle on the chart. Attend to unfamiliar vocabulary and concepts.
3. Through the reading, list the following key vocabulary words on chart paper: “endangered,” “extinct,” and “conservation.” With the students’ input based on the text, write a definition for each word. Definitions from the Department of the Interior are listed at [www.fws.gov/endangered/glossary.html](http://www.fws.gov/endangered/glossary.html)
4. Explain to the students that leatherback turtle nests can be found in the US Virgin Islands, and that St. Croix has been identified as a critical habitat for this turtle through the Endangered Species Act. Discuss why conservation is important.
5. Explain to the students that they will be writing to teach others about conservation of the leatherback turtle. Divide students into pairs or small groups. Each group will create a trifold brochure about the leatherback turtle. Display your example of a trifold brochure. Distribute a “Save the Leatherback!” worksheet to each student. Review the directions and the chart that will be used for grading the work.
6. Allow the students time to complete their brochures.
7. Invite the students to share their work with the class.
8. Display the brochures in the classroom.



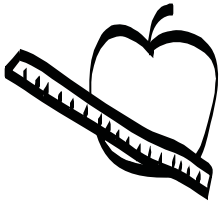
## ASSESSMENT

Use the students’ class participation, worksheets, and brochures to evaluate whether they have met the lesson objectives.



## ENRICHMENTS/EXTENSIONS

- Create a class book of endangered animals and conservation methods.
- Have students research other island environments and their animals.
- Have students research other United States territories.
- Organize a school or community clean-up day.
- Adopt an animal from a zoo, aquarium, nature preserve, or conservation group.



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# Island Animals

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## DIFFERENTIATED LEARNING OPTIONS

- Provide texts on leatherback turtles for students to use in creating their brochures.
- Provide a chart for students to use in the brochure (habitat, size, color, diet, etc.)
- Allow students to dictate their written responses.



## CONNECTION TO WWW.USMINT.GOV/KIDS

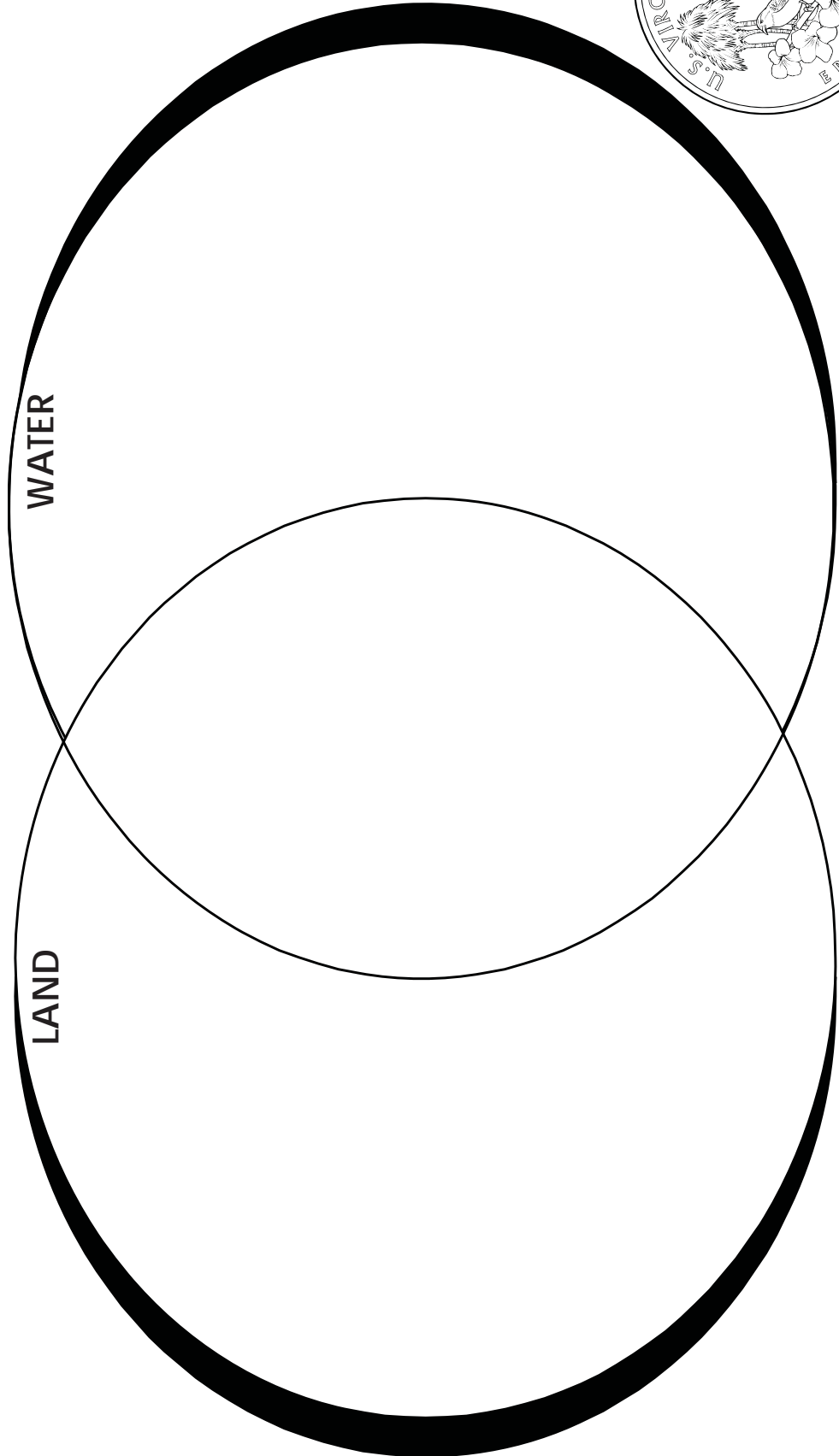
- Have students learn more about characteristics of living things with the Oklahoma quarter lesson plan for grades 2 and 3 at [www.usmint.gov/kids/teachers/lessonPlans/50sq/2008/0203-1.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2008/0203-1.pdf).
- Have students learn more about conservation and endangered animals through the North Dakota quarter lesson plan for grades 2 and 3 at <http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2006/0203-4.pdf>.
- Have students learn more about United States territories by visiting the District of Columbia and U.S. Territories Quarters Program lesson plans at [www.usmint.gov/kids/teachers/lessonPlans](http://www.usmint.gov/kids/teachers/lessonPlans).



Name \_\_\_\_\_

# Island Animals

**Directions:** Think of as many island animals as you can. List them here based on where they live—on land, water, or both.





Name \_\_\_\_\_

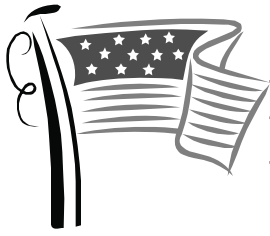
# Save the Leatherback!

**Directions:** Follow the directions below to create a brochure about leatherback turtle conservation. Your work will be graded using the chart at the bottom of the page.

- Create a trifold brochure about the leatherback turtle.
- Put a title and an illustration on the front panel.
- Include three sections inside the brochure:
  - Characteristics of the leatherback turtle
  - Dangers to the turtle's survival
  - Ways to protect the leatherback turtle
- Each section should include detailed, written information and labeled illustrations.

| Brochure Grading |  |
|------------------|--|
| ___/5            | Characteristics of the leatherback turtle      |
| ___/5            | Dangers to the turtle's survival               |
| ___/5            | Ways to protect the leatherback turtle         |
| ___/5            | Colorful, labeled illustrations for each topic |
| ___/5            | Neat design with clear, complete information   |





# US Virgin Islands Quarter

