Title: **Sea Turtles** Level: K ISBN: 978-1-4263-0853-6 Publisher: \_National Geographic\_

Familiar Read: (3 min.) Day 1 p. 1-15

Familiar Writing: (3 min.) Word Building (3 min.)

1. world work, word, world

2. through If a noun ends with **s, ss, x, ch or sh** we add ***es***

3. other to make it plural-

 hatch, hatches (underline only the suffix)

Before Reading: (5-7 min.)

* Book Introduction: (include meaning, structure, visual)

View cover- See what kids know about sea turtles.

Read Table of Contents. Everyone chooses 1 section and says “I wonder…” Like in the section called On the Menu, “I wonder if people eat sea turtles!”

Today we’ll 2 pages and take some think time. We can think about all the information on the two pages and be ready to talk about the information. As we read and talk, let’s share more wonderings. Let’s ask questions about new and unknown information.

Difficult Words/Vocabulary – p. 6 term=important word (terminology) p. 8 scutes p. 10 loggerhead p. 11 olive ridley p. 13 Kemp’s ridley p. 14 scientists

* Suggested Teaching Point: (refer to Behaviors to Notice and Support)

Good readers wonder about new topics. Think! Ask questions to help you understand what you read.

During Reading: (5-10 min.) \*Revisit the teaching point as needed.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense*?

After Reading: (5-7 min.)

* Discuss the story

All read and study p. 4-5. Discuss the photograph, Q & A joke, and new learning or questions kids think of. Sample- “It says a turtle hatches, so I wonder if it starts out as an egg.”

How does the author help us understand how big a baby sea turtle is? (size of a ping pong ball)

p. 6-7 What does the author do to help us picture the motion of sea turtle’s flippers? (compares them to moving like wings)

What is a reptile? What makes a sea turtle a rare reptile? (one of the few reptiles that live in the sea)

p. 8-9 Use context clues. What must the word *sleek* mean?

What are the scales of a turtle’s shell called?

Have each child read a label surrounding the sea turtle and talk about the info. (If sea turtles live to be about 80, that’s similar to humans.)

Have students compare/contrast different types of sea turtles and their features.

p. 14-15 Tell me about the process of nest building. Use words like first, next, then and finally.

What does the “nest” look like?

Compare the turtle’s instincts to a human’s instincts.

Make sure students understand the concept in paragraph #1.

Return to the teaching point:

Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

What questions did you have that were answered? What questions do you still have?

Writing Connection: (5 min.)

The first 15 pages of this book are filled with fascinating facts. Write a heading, then add details to teach your reader about sea turtles.

(Each child could read their writing to the group as a summary before you complete the book tomorrow.)

or

Look at p. 10-13 and make a list of the 7 kinds of sea turtles and about its special features.

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Familiar Read: (3 min.) Day 2 p. 16-32

Familiar Writing: (3 min.) Word Building (3 min.) **suffixes**

1. about large-largest return-returns

2. people could call-called inch-inches

3. sometimes bright-brightest

Before Reading: (5-7 min.)

* Book Introduction: (include meaning, structure, visual)

Allow each child to share yesterday’s journal entry or let each child choose a page, read it aloud and summarize important info.

Read the book in sections, stop when you come to a new heading. Think about what you read and be ready to talk about information with the group.

Reread and think while you wait for others to talk about the book.

Difficult Words/Vocabulary – p. 19 porcupine p. 22 algae p. 25 accident, confused

p. 26 dangerous p. 28 Louisiana, rescuers, medicine

* Suggested Teaching Point: (refer to Behaviors to Notice and Support)

Synthesize- Pull information together to learn and add to what you know. Think while you read, ask questions and infer why the author wrote this book.

During Reading: (5-10 min.) \*Revisit the teaching point as needed.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense*?

After Reading: (5-7 min.)

* Discuss the story

p. 16-19 What do you think we’ll learn in the section called Oh Baby?

p. 16-17 Talk about the variety of text features on these pages. heading, tells us what we will be reading about (topic), big and bold words (important words), caption (gives details about a photo, definition (helps us understand info., tells what the word means), diagram (an illustration to look at what is being discussed- size of turtle)

Ask- How much time does it take the baby to develop before it can hatch? (50-70 days)

Look at the photo- compare turtle’s egg to eggs kids are familiar with. (turtles eggs don’t look like they have a hard shell that cracks, it looks more like leather or plastic that rips open)

p. 18 Use the photo, point to the line that hatchlings head toward. Ask- Why do they travel at night? What predators do you think will eat little turtles? Where could we look to find the answers to these questions?

p. 20-21 What might we learn in the section Big and Small? Let’s read to see if we are right! Show 2 pieces of string (2 feet long and 7 feet long) to compare the ***length*** of sea turtles. Talk about the ***weight*** difference!

Look back at the pg. where you read about these 2 turtles. (p. 13) Why do you think the Kemp’s ridley is the most endangered? (?small, easy to eat?)

p. 22-23 What do you think we’ll find out in *On the Menu?*

As you read p. 22-23, make a list of things turtles eat. (plants, animals, algae, seagrass, crabs, conchs, jellyfish, sometimes plastic) (Give a treat to the child with the most answers.)

Why is throwing plastic into the sea a bad choice? (it can look like jellyfish and turtles can eat it causing harm or even death.)

Find all the words on these pages that are *synonyms for eat*. (munch on, swallowing)

Talk about the turtle term. Ask- Did you know some plants don’t have stems, roots or leaves? Look at algae in the glossary on p. 32.

p. 23 Look at the photos. Compare the jellyfish to the plastic. Do you see why a sea turtle might mistake the garbage for a jellyfish?

p. 24-25 Danger!

As you read this section, jot down 4 dangers for sea turtles. (trapped in fishing nets, eaten by predators, go toward the lighted buildings and never reach the ocean, harmed by people at the beach)

Turn back to p. 19 and notice the turtle heading toward the light. Do you see how this could confuse a turtle?

Sea Turtle Rescue p. 26-29 What is another danger to sea turtles? Discuss both photos with compassion!

p. 28-29 Discuss efforts to help rescue sea turtles.

p. 30-31 Safekeeping- **You model reading** the heading and paragraph #1. Let volunteers read 1-5 and discuss each one after reading.

Return to the teaching point:

Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Did you learn many new things about sea turtles? Sometime when you are bored, you could compare sea turtles to turtles we have here in Indiana.

Why do you think Laura Marsh wrote this book?

Writing Connection: (5 min.)

The author wants the reader to learn about sea turtles so they can care for our environment and living things.

Make a poster to share the author’s message.

Or

Make a poster to teach people about sea turtles.