

### About the Book

Text Type: Nonfiction/Informational Page Count: 26 Word Count: 1,564

#### Book Summary

Written in a clear, engaging style, *Sea Turtles* provides details about the physical appearance, nesting patterns, and predators of sea turtles. The author's love for these endangered animals is apparent as she helps the reader realize that sea turtles deserve to live free from hunting and exploitation.

### About the Lesson

#### Targeted Reading Strategy

- Ask and answer questions


#### Objectives

- Use the reading strategy of asking and answering questions
- Identify main ideas and details
- Capitalize the names of places
- Recognize and use compound words

#### Materials

Green text indicates resources available on the website

- Book—*Sea Turtles* (copy for each student)
- Chalkboard or dry erase board
- [KWL, compound words worksheets](#)
- [Discussion cards](#)

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

Content words:

Story critical: *carapace (n.)*, *carnivore (n.)*, *herbivore (n.)*, *omnivore (n.)*, *plastron (n.)*, *scutes (n.)*

Enrichment: *endangered (adj.)*, *false crawl (n.)*, *prominent (adj.)*, *reptiles (n.)*, *rudders (n.)*, *unique (adj.)*

### Before Reading

#### Build Background

- Write the words *sea turtles* on the board. Ask students if they know what a sea turtle is. Ask where students have seen one and what it looked like. Tell students that you are going to create a KWL on the board, and that you will be giving them one to complete. Review or explain what each letter in the KWL stands for. Give students the [KWL worksheet](#) and have them fill the first column with what they know about sea turtles. Discuss their responses.

#### Preview the Book

##### Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.

- Have students turn to the table of contents and review its purpose with them. Read through the headings and ask whether they provide students with a better idea of what the book is about.

### Introduce the Reading Strategy: **Ask and answer questions**

- Model asking questions while looking at the table of contents.  
*Think-aloud: When I don't know a lot about a topic, I can use the section titles in the table of contents to think of questions I'd like to have answered. For example, the first section in the book is titled "Types of Sea Turtles." I wonder how many types there are. (Write your questions on your KWL chart.)*
- Have students share any questions they have based on the table of contents or the covers of the book, and add these to the second column of the worksheet.
- Have students preview the rest of the book, looking at photos, illustrations, and sidebar text.
- As students read, they should use other reading strategies in addition to the targeted strategy presented in this section

### Introduce the Vocabulary

- As students preview the book, point out any vocabulary that you think may be difficult for them.
- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words, prefixes, and suffixes. They can use the context to work out the meanings of unfamiliar words.
- Model how to apply word-attack strategies. Write the word *juvenile* on the board and direct students to the first paragraph on page 10 to find the word. Model how they can use context clues to figure out the word's meaning. Show students that by reading past the word they are unfamiliar with, they will find a phrase that provides a clue. In this sentence, they learn that Kemp's ridley turtle changes to a different color in adulthood. This tells them that the word *juvenile* has something to do with the period of time before the turtle becomes an adult. Have students follow along as you read the sentence in which the word is found to confirm the meaning of the word.
- Remind students that they should check whether words make sense by rereading the sentence.

### Set the Purpose

- Have students read the book to find factual answers to their questions about sea turtles.


## **During Reading**

### Student Reading

- **Guide the reading:** Have students read to the end of page 11. Tell them to underline any important information about sea turtles in the Introduction and first section. Tell them to go back and reread the pages if they finish before everyone else.
- When they have finished reading, ask students to tell what they underlined. Reinforce unfamiliar vocabulary by using words such as *cold-blooded* and *prominent* in the discussion. Circle any questions on the KWL written on the board that were answered by reading the section, and add any new questions you or your students have. Model using the information to answer a question written on the KWL.

*Think-aloud: The first sentence in this section answered my first question. I wanted to know how many types of sea turtles there are. I read that there are two types. I had to keep reading to find out that leatherbacks are one group and that all other sea turtles are in the other group. I counted seven types that are in the "not leatherback" group.*

- Have students read the remainder of the book. Remind them to look for answers to the questions they have written on the KWL, or to think of other questions to add to it.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- Have students share any other questions they thought of while reading. Reinforce how asking questions and looking for the answers as they read keeps them actively involved in the reading process and helps them understand and remember what they have read.

### Teach the Comprehension Skill: **Main idea and details**

- **Discussion:** Have students review the KWL written on the board, as well as their own. Have them circle all of the questions that were answered by reading the book. Tell students that if they have questions they did not find answers to, they can look in other resources, such as science books or on the Internet.
- **Introduce and model:** Review or explain that many books are about one thing. Tell students that it is easy to tell what this book is about because the topic is the title of the book (*Sea Turtles*). Direct students to the table of contents. Explain that each section in this nonfiction book contains a main idea and details about sea turtles. Tell students that a main idea is what the section is about. Explain that a detail tells more information about the main idea. As an example, have students look at page 6. Read the name of the section: *Types of Sea Turtles*. Reinforce that this is the main idea; the details that follow support the main idea. Have students look through the section and tell details about types of sea turtles.
- **Check for understanding:** Have students look at page 11. Ask them to tell two details about the Australian flatback turtle.
- **Independent practice:** Tell students to complete the KWL worksheet. Discuss their answers.



Instruct students to use the inside back cover of their book to list three important details they learned about hazards to sea turtles. Have students share their list with the group.

### Build Skills

#### Grammar and Mechanics: **Proper nouns**

- Write the city and state in which you live on the board in lowercase letters. Ask students to look at the words and tell what is wrong with them. Explain that these words are proper nouns and that a capital letter is always used to begin a proper noun. Write the words correctly.
- Have students turn to the second paragraph on page 8. Ask them to tell what the words *Eastern Pacific* are telling about (a type of turtle). Ask them to skim the remainder of the paragraph to find where this turtle lives (coasts of North and South America).
- **Check for understanding:** Have students go through the book to find the capitalized names of places. Tell them that they will have to read the sentences to make sure the capitalized words are not the name of a turtle. Tell students that there are five places (Gulf of Mexico, Mexico, Australia, Papua New Guinea, United States).
- Have students use the book to find the types of sea turtles that have proper names (Eastern Pacific green turtle, Kemp's ridley, Australian flatback).

#### Word Work: **Compound words**

- Write the words *sea turtles* on the board. Review or explain that this is a compound word. Explain that some compound words, like this one, are treated like compound words even though they are not written as one word because the meanings of the words are put together to form a new word with a new meaning. Some other compound words are joined by a hyphen, such as *soft-shelled*. Still others, the compound words that they are most familiar with, are written as one word, such as *saltwater*. Use each word in a sentence: *Sea turtles are an endangered species. Sea turtles are related to soft-shelled turtles. Sea turtles live in saltwater.*

- Tell students that if they aren't certain whether two words written with a space between them form a compound word, they can look for the two words in the dictionary. For example, the compound word *sea turtle* is an entry; *living turtle* is not.
- **Check for understanding:** Have students complete the [compound words worksheet](#).

### Build Fluency

#### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

#### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

### Extend the Reading

#### Writing Connection

Have pairs of students work together to find more information about protecting sea turtles. Provide prompts such as: What will happen to sea turtles if there are too many buildings near the beaches where they nest? In what ways can sea turtle hatchlings be protected from predators? Have them write a short report and illustrate what they learn. Have students share their findings with the group.

Visit [Writing A-Z](#) for a lesson and leveled materials on informational writing.

#### Science Connection

Have students participate in an Adopt-A-Turtle program. Have groups of students research different organizations that ask for help and present the information to the class. After all groups have presented their findings, have them select one group to help. Then have students think of ways to raise money for the adoption fee (in many cases, \$25 annually).

#### Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

### Assessment

#### Monitor students to determine if they can:

- consistently ask and answer questions about the book on a KWL chart to understand and remember informational text
- effectively identify main ideas and details
- recognize capitalized names in text
- identify and form different compound words and use them in a sentence

#### Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)