



Sea Turtles at the Aquarium

Level I / 210 words / informational

High frequency words:

every, must, right, their

Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: bold words, glossary, photographs.
- Possible discussion questions: "Where have you seen a sea turtle? What do you know about sea turtles? What do you want to know about sea turtles?"
- Fill in the first two columns of a KWL chart on sea turtles. Fill in the K section with what students already KNOW about sea turtles and fill in the W section with WHAT they would like to learn about sea turtles.

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *breath, breathe, tear, type, and sponges*. Discuss meaning, word structure, and sounds you expect to hear in those words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What parts of the sea turtle's body help it swim? What is the purpose of the shape of a sea turtle's beak?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think sea turtles need to be good swimmers? Describe what it would be like if the only way you could get around was to swim. What are some differences between land turtles and sea turtles?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the *shr* onset in the word *shrimp*. Working together, create other words with the *shr* beginning sound (*shred, shrink, shrub*).

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

Writing activity

- Have each student complete the L section of the KWL chart with what they have LEARNED about sea turtles after reading this book. Have them share what they've learned with each other.
- Read *Tortoises at the Zoo*. Discuss the similarities and differences between the turtles in *Tortoises at the Zoo* and the turtles in *Sea Turtles at the Aquarium*. Work together to fill in a Venn Diagram about land turtles and sea turtles.

FUN FACT

Myrtle is a green sea turtle that is more than 90 years old, weighs more than 500 pounds, and has been living at the New England Aquarium since 1970.

Teaching Points: Introducing nonfiction/informational texts; Introducing the KWL graphic organizer; Introducing new words; Practicing the *shr* onset; Introducing the Venn Diagram; Rereading.