



alphakids

Turtles in Trouble

Written by Sara Oldfield



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How to use this book

The Alphakids Plus teacher editions support teachers as they guide children's reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

Before reading

Setting the context, front cover and title page:

The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children's prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

During reading

Predict, Read, Reflect:

Questions encourage children to engage with the text by making predictions. They then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

Observe and support:

Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child's reading abilities. Interruptions to the child's reading should be minimal.

After reading

A selection of reading and writing activities:

The last pages of the teacher edition provide follow-up activities and include the assessment focus.

Selected text features

- This book is an explanation of the habits and needs of sea turtles and why they are endangered
- It is written in the first person from the point of view of a marine park ranger

Vocabulary

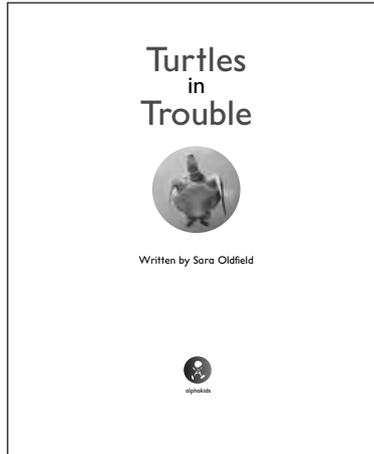
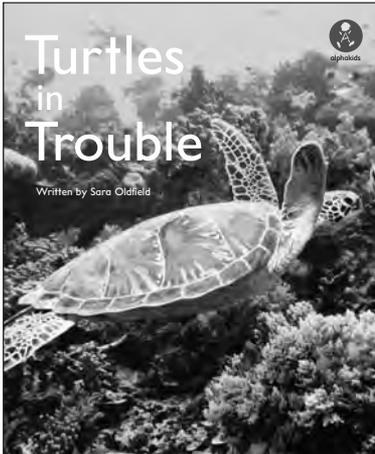
ashore, destroy, diseases, endangered, littering, marine reptiles, movements, ocean, pollution, protect, ranger, reflecting, souvenirs, strangled, tag, threats

Setting the context

Prepare a KWL chart prior to the reading session.

K	W	L
What we know about sea turtles	What we want to know about sea turtles	What we learned about sea turtles by reading the book

Ask the children to tell you what they know about sea turtles. Record their ideas on the chart. Ask the children to think of questions they still have about sea turtles. Record these in the second column of the chart.



Front cover

What type of book do you think this will be?

What do you think it will be about?

Title page

What is this book called?

Who is the author?

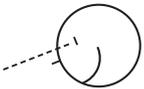
● **Predict**

*How do you think this book will start?
What might the first sentence be?
What will we discover about turtles?*

● **Read** to the end of page 5.

● **Reflect**

*What is Simone's job?
What does Simone think about sea turtles?
How do you know this?
What did she tell us about sea turtles?*



Observe and support

Can the child use information in the photographs and text to understand new vocabulary?
*What do you think 'marine reptile' means?
Can you see anything on the page that might help you work it out?*

My name is Simone and I am a ranger at a marine park.

I work with other rangers. It is our job to look after the sea turtles that make their nests and lay eggs on the beach.

There are not many sea turtles left in the world. They are endangered animals.



Sea turtles are reptiles that live in the sea. They are called marine reptiles.

Sea turtles have smooth bodies and big flippers to help them swim through the water. They have a hard shell to protect their bodies.

They eat seaweed, fish, jellyfish and other small sea animals.



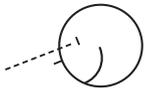
● **Predict**

*Look at the pictures on pages 6 to 9. What can you see?
What information about turtles will be included on these pages?*

● **Read** to the end of page 9.

● **Reflect**

*Where do sea turtles lay their eggs?
How many eggs can a sea turtle lay when it has made a nest?
What are the baby turtles like? How do they make their way to the water?*



Observe and support

*Can the child interpret what the author might mean?
What do baby turtles do when they hatch?
Do you think all baby sea turtles reach the ocean safely? Why?*

Sea turtles live most of their lives in the ocean, but female turtles come ashore to lay their eggs.



6

When a female turtle comes up onto the beach, she digs a nest in the sand with her flippers.



Then she lays lots of eggs. Some sea turtles lay eggs about the size of table tennis balls. Other sea turtles lay eggs as big as billiard balls. Each time a female turtle makes a nest, she lays up to 200 eggs.



When the turtle has finished laying her eggs, she covers the eggs with sand, then drags herself slowly back into the sea.

7



The eggs incubate in the sand and hatch about six weeks later.

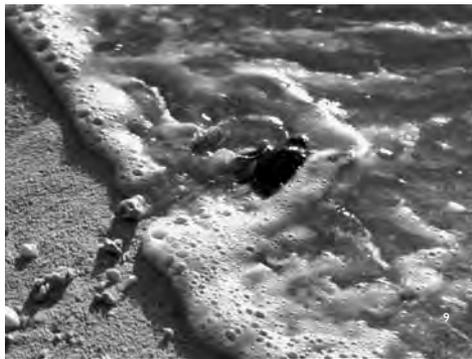
It takes the baby turtles about two days to climb through the sand and out of the nest. They usually climb out of the nest at night.



The baby turtles run down the beach. They cannot see well but they are attracted to light. They find the sea by looking for moonlight reflecting off the water.



8



9

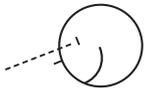
● **Predict**

*What do you think the rangers are doing with the turtles?
Why?
How might they go about it?*

● **Read** to the end of page 13.

● **Reflect**

*What does ‘tagging’ mean? How do you know?
Why is it important to collect information about sea
turtles?
What equipment do the rangers use to collect this
information?*



Observe and support

Ask a child to read aloud to you while the others are reading silently. Can the child read the text fluently?
*I liked the way that sounded when you read it.
It made it easy for me to understand.*



The other rangers and I collect the baby sea turtles before they reach the water.

We count them, weigh them and tag them.

Then we release them into the sea.

No one knows very much about the lives of sea turtles.

The tags help us to collect information about their movements. When turtles come ashore we can tell if they have been here before.



tag



10



11



We also tag, weigh and measure the adult turtles that come ashore.

The turtles are very heavy and we are careful not to hurt them.

Tagging, weighing and measuring turtles helps us to find out where and when the turtles nest.



12



13

● **Predict**

What does 'endangered' mean?

Why do you think sea turtles are endangered?

Who looks after the endangered turtles?

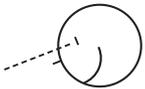
● **Read** to the end of page 17.

● **Reflect**

Why do the turtles need to be protected when they come ashore?

What are the dangers that turtles face?

How does this make you feel? Why?



Observe and support

Does the child cross check all information sources on the page (visual, structural, textual) to support their reading?

If the child makes an error, say: *Try that again and think about what would make sense. What would sound right or look right?*

Female turtles return to a beach near where they hatched to make their nests and lay their eggs. Sometimes they swim up to three thousand kilometres to get there.

But there are not many beaches where turtles feel safe to nest. Noise, bright lights and people scare away nesting turtles. Sometimes people destroy turtle nests or take the eggs.



14

15

We need to look after nesting turtles and their eggs because sea turtles are endangered.

Many turtles are killed every year. The biggest threats to turtles come from people.



People kill turtles for their meat, their shells and their leather.

Turtles are accidentally caught in fishing nets or hit by boats.

They are also strangled by fishing nets that are left in the water.

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17

● **Predict**

What can we do to help protect sea turtles?

● **Read** to the end of page 20.

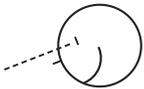
● **Reflect**

Is pollution a serious threat to sea turtles? Why?

What information is provided on page 20?

Who is telling us about sea turtles?

Would it make a difference if someone else gave us this information? Why?



Observe and support

Does the child understand the purpose of the text?

How does this information help us to understand the lives of sea turtles?



Turtles can be killed by rubbish in the ocean.

They eat plastic bags because they look like jellyfish. The plastic bags get caught in their stomachs and the turtles die.

Pollution in the water can cause serious diseases.



Here are some things that everyone can do to help protect the sea turtles:

- We can stop littering. Litter may end up in the sea where it can kill turtles and other sea animals.
- We can be careful on beaches where turtles nest. Noise and lights and dogs disturb turtles.
- We can make sure we don't buy food or souvenirs made from turtle meat, turtle leather or turtle shell.



After reading

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

What do sea turtles do when they are ready to lay their eggs?

What dangers do sea turtles face?

What does 'endangered' mean?

Why are sea turtles endangered?

Being a code breaker

Children may like to explore the following language features:

- using contextual information to understand unfamiliar vocabulary, e.g. marine, flippers, tags, endangered, strangled
- the blend 'fl': flap, flippers, reflecting

Being a text user

What kind of book is this?

You may like to return to the chart drawn up earlier. Ask the children to consider the ideas listed.

Do you still agree with all of these ideas? Which do you want to change?

Which questions did this book answer?

What have we learned from reading this book?

Where can we learn more about sea turtles?

Being a text critic

The author of the book is Sara Oldfield and the person speaking in the book is Simone the ranger.

What do you think this means? Who wrote the book? Why does the book start, 'I am Simone'?

Responding to text



Children could make a Plus, Minus and Interesting chart about the information in the book.

P	M	I

This could be used as the focus for a discussion about the issues related to endangered plants and animals.



Discuss the issues that arise in this book with the children. Children could then write slogans telling people how to help save sea turtles.



Children could read through this and other books to build a list of words with the blend 'fl', e.g. flippers, flap, reflecting.

Possible assessment focus

Can the child:

- explain what kind of book 'Turtles in Trouble' is and why it was written?
- explain that the text was written in the first person from the point of view of the ranger, Simone?



whole text activity



sentence activity



word activity

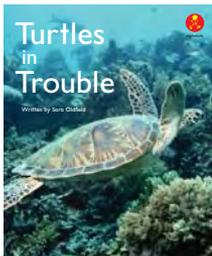
Writing links

Shared writing

Investigate other points of view about sea turtles. Make a list of people who may have a different opinion from the ranger, e.g. fishermen, beach goers or shop owners who sell turtle products. Write about sea turtles from the point of view of one of these people.

Independent writing

Children could work in cooperative pairs to make a poster about how to look after sea turtles.



Teacher Edition

Topic: Sea turtles

Curriculum link: Science, SOSE

Text type: Explanation

Reading level: 23

Word count: 605

Vocabulary: ashore, destroy, diseases, endangered, littering, marine reptiles, movements, ocean, pollution, protect, ranger, reflecting, souvenirs, strangled, tag, threats

Possible literacy focus

Exploring the features of an explanatory text.

Exploring the voice and point of view of a text.

Summary

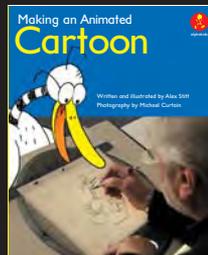
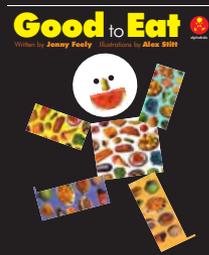
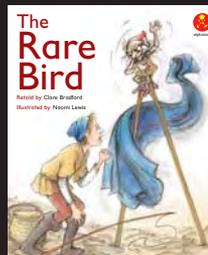
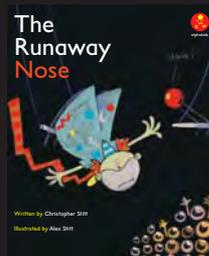
This book is written from the point of view of a ranger in a marine park. It explains the habits and needs of sea turtles and why they are endangered.

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Other books at this level



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