

ALFIE (THE TURTLE THAT DISAPPEARED)

by THYRA HEDER

COMPREHENSION FOCUS

Retelling

Stop-Think-Paraphrase (STP)

STANDARD CORRELATION

Retell stories, including key details, and demonstrate understanding of their central message or lesson.



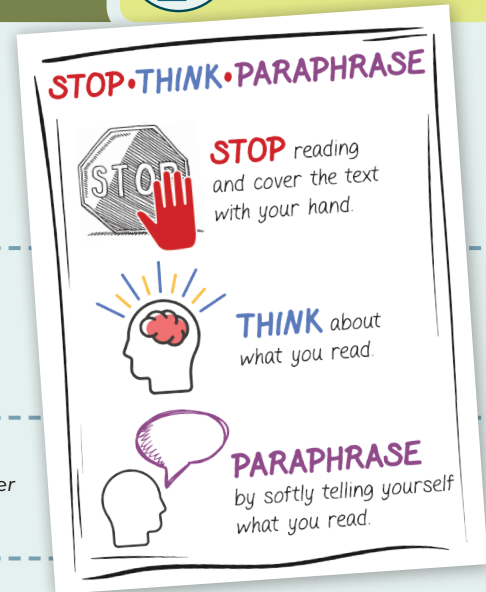
SEL CONNECTION

Empathy

PREPARE

Starting with the title page as page 1 (which includes the title, author, and publisher), use the provided circle stickers and number each of the book's pages. Place a sticky flag on the following pages: 4, 6, 11, 13, 19, 25, 33, and 39.

Create an STP anchor chart similar to the one shown.

STEP
1

EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT

When we stop at different pages, think about what was read, and retell it in our own words, or paraphrase, we call this STP: Stop, Think, Paraphrase. Retelling a page in our own words helps us to remember what the story is about.

STEP
2

INTRODUCE THE NEW BOOK

Nia loves her new pet turtle, Alfie. Alfie doesn't do very much, so Nia forgets about Alfie after a while. Let's read to find out what happens when Alfie goes missing.

STEP
3

READ AND DEMONSTRATE HOW TO USE THE STRATEGY

As you read the story aloud, stop on the flagged pages. At first, cover the text and tell what was read using your own words. Gradually ask students to retell each page. On the final few pages, turn the book toward you and demonstrate remembering the text by thinking about what you read and visualizing what was in the illustrations.

Read pages 2-4. *I am going to stop reading here (put your hand out) and think (point to your head). Cover the text and say, A girl got a pet turtle for her sixth birthday. She took the turtle home and introduced him to all of her friends. Let's keep reading.*

Read pages 5-6. Make the gestures for stop and think, and then cover the text and say, *She sang and danced and told Alfie stories. She even told him jokes. But Alfie just sat there.*

Read pages 7-11. Have students gesture with you: stop and think. *So now we are going to pause and think hard before we turn and talk to our partner and share our ideas. (Pause.) OK, turn and tell your partner what happened on these pages. Listen to the partner pairs, and then share some of their ideas.*

Read pages 12-13. Think aloud. *Hmmm, now it seems like something has changed. It seems like Alfie is telling his side of the story. Now we know the girl's name. Her name is Nia. Let's read on to hear about Alfie's story.*

Read pages 14-19. Gesture stop and think, and then say, *So Alfie wasn't just sitting there. He wiggled in his shell, he laughed, and he was very happy! And he wanted to make Nia happy in return.*

Turn and talk with a partner about things you can do that make others feel happy.

Read pages 20-25. Gesture stop and think, and then say, *Tell your partner what Alfie is doing. Listen to the partner pairs, and then share some of their ideas (he got out of the tank and is trying to find a birthday present for Nia).*

Read pages 26-33. Gesture stop and think, and this time turn the book toward you and have students turn to a partner and paraphrase what happened. Listen to the partner pairs, and then share some of their ideas (he searched outside for a present but couldn't find one, he decided to take a nap).

Read pages 34-39. Gesture stop and think, and again turn the book toward you and have students turn and paraphrase what happened. Listen to the partner pairs, and then share some of their ideas. *When we read stories, if we stop (gesture) and think (gesture) and paraphrase what we read, we will be able to remember the key details in the story.*

STEP
4

INDEPENDENT PRACTICE

Download the activity sheet from pioneervalleybooks.com/st. Have students draw their favorite part of the story. Display the pictures on the wall.

STEP
1**REVIEW THE BOOK**

Review the book a few pages at a time. Have students turn to a partner and retell that part of the story.

STEP
2**GENERATE THE SENTENCE(S)**

Have students help you generate a sentence about a key detail from the story.

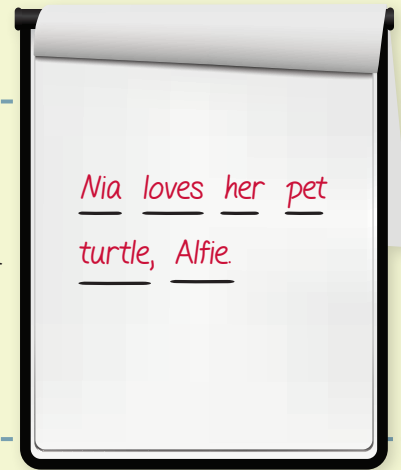
Possible sentence: *Nia loves her pet turtle, Alfie.*

STEP
3**INTERACTIVE WRITING**

Let's write, Nia loves her pet turtle, Alfie. Repeat that with me. As students repeat the sentence, draw blank lines on a piece of chart paper to represent each word.

Have students help write the dominant sounds in each word. Use the ABC Wall Poster to create the sound-letter link. Demonstrate proper letter formation on a dry-erase easel. Share the marker with students and have them help write any familiar sight words on the chart. As one student writes a letter on the chart paper, have other students practice letter formation by writing it on a small dry-erase board or in the air.

Reread the entire sentence. Display the chart paper next to the student pictures from Day 1.

STEP
4**EXTEND AND CONNECT THE LEARNING**

When you read other books aloud, use STP to help students remember what was read. Have students use STP with a partner while reading familiar books. They can take turns using the STP strategy to retell a page.

