

# ONE TINY TURTLE

by NICOLA DAVIES illustrated by JANE CHAPMAN

**COMPREHENSION FOCUS**  
**Summarizing**  
 Key-Word Summary

**STANDARD CORRELATION**  
 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.



**SEL CONNECTION**  
 Respect for Nature

**PREPARE**

Please refer to the page numbers provided by the publisher for this lesson. Place a sticky flag on the following pages: 13, 17, 24, and 29.

Create the anchor chart template as shown; it will be completed during the lesson.



STEP 1

**EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT**

*As we read the book today, we will identify key words. Key words help determine the focus of a section of text. Key words can be used to summarize a section of the text or the whole text.*

STEP 2

**INTRODUCE THE NEW BOOK**

*Sea turtles are amazing creatures that travel through the sea thousands of miles each year. Let's read about these amazing creatures.*

STEP 3

**READ AND DEMONSTRATE HOW TO USE THE STRATEGY**

*After reading a section aloud, we will stop and think about the key words from that section. We will use the key words to help us determine a focus or a heading for that section and to summarize the text.*

**Read pages 6-13.** *Let's stop here and think about what we have read so far. The book begins with a baby turtle and how it swims through the water, growing and changing until it is ready in about three years to leave the nursery. So the key words here would be baby turtle, swims, and grows. Let's add those key words to the chart. They will help us remember what happened in this section of the text.*

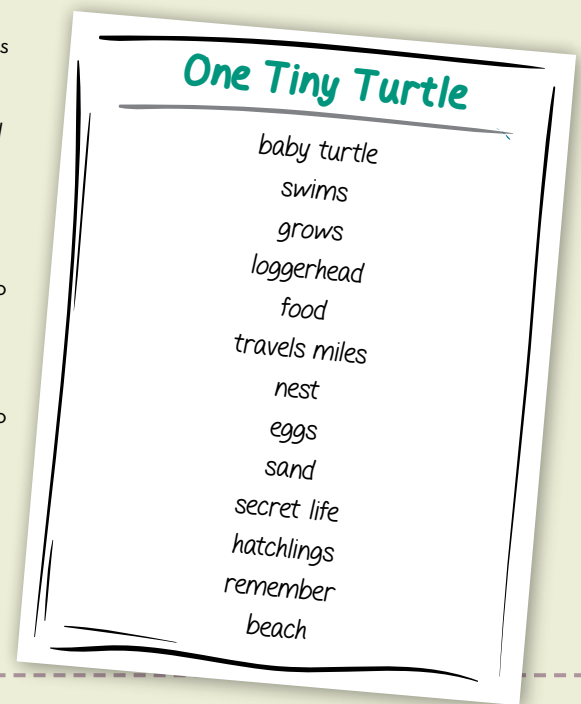
**Read pages 14-17.** *On these pages, we continue to read about the turtle, but it is no longer a baby. It travels many miles searching for food. The turtle has grown into its name: loggerhead. Let's think of key words to help us remember this section (loggerhead, food, travels miles). Let's keep reading the next section. As I am reading, hold up a finger if you hear a word that you think will be a key word for this section.*

**Read pages 18-24.** *Turn and talk with a partner. First talk about what you learned in this section about loggerhead turtles and then decide on key words. Listen to the partner pairs, and then share some of their ideas. Add key words to the chart (nest, eggs, sand, secret life).*

**Read pages 25-29.** *Turn and talk with a partner. First talk about what you learned in this section about the loggerhead and then decide on key words. Listen to the partner pairs, and then share some of their ideas. Add key words to the chart (hatchlings, remember, beach).*



*Loggerhead turtles have an interesting journey. It is fascinating that they return to the same beach where they were born to lay their eggs. We must protect the beaches and their nesting sites. On pages 26-27, we learn that birds wait for these hatchlings, as they are a meal for them. We cannot control that part of nature, but let's read the small print on page 27. What can humans do to help protect the sea turtles? Why is it important to appreciate nature?*



STEP 4

**INDEPENDENT PRACTICE**

Download the activity sheet from [pioneervalleybooks.com/st](http://pioneervalleybooks.com/st). Have students draw a turtle: as a baby turtle, swimming out at sea, or nesting. Display the pictures on the wall.

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**STEP 1** • **REVIEW THE BOOK**  
Use the anchor chart from Day 1, and have students summarize one section of the text. Have them practice another summary section with a partner.

**STEP 2** • **PROMPT**  
Hand out the journals. Write the following prompt on chart paper as you read it aloud: *Choose one section of the text. Write a summary for that section.* Read it again, asking students to read it with you.

**STEP 3** • **PLAN**  
Use the key words on the anchor chart to write your summary.

**STEP 4** • **WRITE**  
While students are writing, circulate the room and confer with individuals. Have students use their personal word wall as a spelling reference. Assist students with their plan by referencing the anchor chart and Day 1 drawings, orally rehearsing their next sentence, or addressing their individual writing target.

Have students share their writing with a partner.

**STEP 5** • **EXTEND AND CONNECT THE LEARNING**  
Use this strategy during content-area instruction. Help students determine key words, and have them write a summary of a section of text.

*Choose one section of the text. Write a summary for that section.*