

## National Geographic Kids Reader: Turtles and Tortoises

### Notes for teachers: using this book in the classroom

**Reading objectives:** read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered; read accurately words of two or more syllables; continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent; participate in discussion about books that are read to them and those that they can read for themselves, taking turns and listening to what others say; answering and asking questions

**Spoken language objectives:** participate in discussions, presentations, performances, role play/improvisations and debates; articulate and justify answers, arguments and opinions

**Curriculum links:** Science: Animals, including humans; Living things and their habitats

**Interest words:** reptiles, alligators, balloons, directions, scutes, loggerhead musk, Florida cooter, leopard tortoise, black-knobbed sawback, leatherback, baby gopher tortoise, Pacific ridley, olive ridley, western Hermann's tortoise, mata mata turtle, Galapagos tortoise, alligator snapping turtle

**Resources:** large pieces of paper; crayons

Children who are reading at Green, Orange and Turquoise book bands are developing reading stamina and should be able to tackle longer stretches of text and some unfamiliar vocabulary with increasing independence. Children will enjoy talking about the content and pictures with some support – for example, in a group or guided reading session, or when reading with an adult.

### Language

- The language used in the main text should be familiar to children reading at this level and may be read independently, but children may need help with the following:
  - the less familiar multi-syllable words, e.g. *reptiles, alligators, balloons, directions*
  - the language used to describe the parts of the turtle on pages 12–13, e.g. *scutes*
- Children may need help decoding and pronouncing the names of turtles and tortoises, e.g. *Loggerhead musk, Florida cooter, Leopard tortoise, black-knobbed sawback, leatherback, baby gopher tortoise, Pacific ridley, Olive ridley, Western Hermann's tortoise, mata mata turtle, Galapagos tortoise, alligator snapping turtle.*
- Children may need discussion time as they read to develop understanding about the concepts, e.g. in the cool facts on pages 14–15.
- The picture glossary can be used to stimulate discussion and develop understanding about how turtles and tortoises hatch and survive.
- Children will enjoy reading the jokes and turning the pages upside down for the answers. They may need help initially to understand the word play.

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## Images

- Look at the amazing creature on the front cover and read the title. Ask children to decide whether this is a turtle or tortoise and to explain their ideas.
- Look carefully at the images and labels on pages 8–11. Help children to notice how turtles and tortoises are different.

## Activities

- Play the 'What in the World?' quiz together. Explain what a 'close-up' view is. Show children how to use the word bank and hints, and how to check their answers. Challenge children to find the 'close-up' view in the book.
- Give children some large paper and crayons. Help them to make a poster to save turtles from rubbish on the beach and in the water.

## Questions

- What is special about creatures that are reptiles?
- What do turtles enjoy to eat?
- What is the difference between a turtle's feet and a tortoise's feet?
- How do turtles keep safe from their predators? How do their nostrils help them to keep safe?
- What helps a baby turtle to hatch from its shell?