

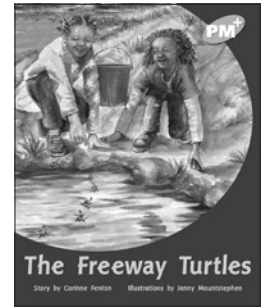
The Freeway Turtles

PM Level 22

Gold

Text Type Narrative

Running Words 689



Preparing for Guided Reading

Orientation to the text

- Explain the purpose of a freeway. Show students pictures and/or photographs of freeways.

Prior knowledge

- The encroachment of an expanding city with its freeways, noise and pollution is the theme for this story. Discussion will encourage students to think about how these affect the natural environment and its inhabitants.

Building the Balanced Reader

Vocabulary

Key vocabulary

anxious, approaching, area, discover, disturbed, explained, rumble, shallows, usual

Content Words

bulldozers, centre, creek, croaking, eggshells, footbridge, freeway, herons, horrified, site, turtles, wetlands, wildlife

Decoding

- Encourage automatic recognition of an expanded range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification, familiar words and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and the events in the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Read the title. Discuss the concept of a 'wetlands' area. Notice how close the creek and ponds are to the freeway.
- Revise adult supervision when near water. List the different forms of wildlife pictured.
- Study the map. Discuss Amy's concern for the animals. Point out that it is early summer, the time of the year when turtles lay their eggs.
- Invite students to talk about big machines used for building freeways. Ask, *What effect will the freeway have on the wetlands and its wildlife?*
- List the natural survival habits of foxes.
- Predict what might have happened to the turtle's nest.

- Appreciate the girls' delight that the baby turtles are safe. Ensure that students understand that the best way to care for wildlife is to interfere with their natural lifestyles as little as possible.
- Revise compound words in the text, e.g. *somewhere, freeway, wildlife*.
- Discuss homonyms, e.g. *creek, creak; reeds, reads; site, sight*.
- Identify syllables in these multi-syllable words, e.g. *dis/cov/er, hor/ri/fied, ap/proach/ing, ar/e/a*.
- Discuss sentence beginnings that indicate the passing of time, e.g. *Every time ..., One day ..., A few weeks later ..., The next time ...*
- Identify clauses that the author has used to enhance meaning, e.g. *They heard frogs croaking from somewhere in the reeds*.

Comprehension

- Why were Amy and Grace worried when they knew a freeway was being built near their fishing spot? (*Literal*)
- What would have happened to the turtle eggs if the fox had found them? (*Inferential*)
- What is the purpose of a wetlands area? (*Applied Knowledge*)

Follow-up activities

- Have students draw detailed sketches of a wetlands environment. In pairs and using their sketches as reference, encourage students to build a model. Add labels and captions that include identification of birds and wildlife inhabiting the area.
- Visit a local wetlands area. Encourage students to record what they can see, hear, touch and smell. Use the ideas for descriptive writing.
- In groups, have students make posters promoting the care of wetlands areas. Discuss rules people should follow so no damage is done to the environment or the wildlife in it.

The Freeway Turtles

Date _____

PM Level 22

Gold

Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, personal experiences, vocabulary in the text, and potential solutions to the problem encountered by the characters.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, personal experiences, vocabulary and potential solutions to the problem presented in the text.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up