

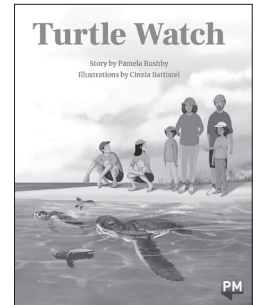
Turtle Watch

PM Level 21

Gold

Text Type Narrative

Running Words 642



Preparing for Guided Reading

Prior Knowledge

- Students should know what a turtle is and have a basic understanding of where turtles live. They should also understand that some animals lay eggs.
- Students should be familiar with the basic structure of a narrative and recognise that a narrative is fiction.

Orientation to the Text

- Amelia and Jay are fascinated to see a group of volunteers mark and protect green turtles' nests on the beach near their grandparents' house. Jay is worried when he learns that foxes often eat the young turtles if they hatch at night, and he comes up with his own plan for an overnight watch to keep them safe.

Building the Balanced Reader

Vocabulary

Key Vocabulary

amazement, beneath, dashed, direction, edge, greedy, piece, scrambled, several, they'll, they're, We'd, we're, wildlife

Content Words

curled, female, hatchlings, Here's, humans, mesh, native, protect, verandah, volunteers, who'll

Decoding

- Remind students to go back and re-read, paying attention to whether what they read looks right, sounds right and makes sense when they misread a word or words.
- Prompt students to think about the letters making the 'er' sound in words such as *turtle, work* and *birds*.
- Look at the word *direction* together. Ask, *Which part of this word is most difficult? What other words do you know that end in 'tion'?*

Focusing on the Book – Guided Reading

- Before looking at the front cover, read the title of the book to students. Say, *Close your eyes. What can you see when you hear this title?* Encourage students to describe their visualisations in detail.
- Read pages 2–3 together and ask students to find the apostrophes. Ask, *What is the difference between an apostrophe and a comma? Why did the author use apostrophes in Grandpa's and Jay's?*

- At the end of page 3, ask students to describe what they picture the people on the beach to be like. Ask, *What do you think they are doing? What do the clues in the text help you see in your mind?*
- Read to page 7 together and discuss what *mesh* is. Ask students to close their eyes and picture what the covered turtle nests might look like. Invite them to draw or describe what they see.
- Read pages 8–9 together and compare students' visualisations with the images in the text. Ask, *What extra information do the pictures give you? In what ways did the pictures in your head match the text and images?*
- Continue to page 10. Ask, *Which words on this page have apostrophes? What are the apostrophes there for?*
- Instruct students to find all the contractions on page 12. Ask, *What do the apostrophes in these words tell us? Which letters are missing in each word?*
- Continue to page 17 and discuss what has happened in the story. Say, *Close your eyes and think about what the baby turtles look like. What can you see? What words would you use to describe them?*
- Read to page 21 of the text together. Ask, *What can you see happening next? Why?* Finish reading the story and discuss how visualising helped students to understand what was happening.

Comprehension

- What were the volunteers doing at the beach? (*Literal*)
- Why do you think foxes stay away from the turtle nests if they can smell humans? (*Inferential*)
- What other activities do people volunteer to do? (*Applied Knowledge*)

Follow-up Activities

- In pairs, ask students to reread the text and list all the words with apostrophes in them. Each pair should then decide whether the apostrophe is showing possession or a contraction. Have each group join with another group to discuss and check each other's decisions.
- Choose another story to read that has opportunities for students to stop, visualise and draw what they see. Invite students to describe their drawings and what parts of the text their pictures relate to. Discuss the similarities and differences between the students' representations, and compare these with how the events are portrayed in the book.

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Date _____

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Learning Intentions

- We are learning to understand what we read.
- We are learning to identify and understand apostrophes.

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Success Criteria

- I can visualise what is happening in the story, and draw and describe what I see.
- I can explain how apostrophes are used to indicate missing letters in a contraction.
- I can describe how apostrophes are used to show when something belongs to someone.

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Guided Reading Notes

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