



## Summary

Turtles are reptiles. In this book, learn about these slow-moving animals.

| Guided Reading Level | Lexile Level | 100th word | Total Word Count |
|----------------------|--------------|------------|------------------|
| L                    | 430          |            |                  |

### Standards:

#### Common Core Language Arts

- Ask and answer questions about key details in a text.
- Use illustrations and details in a text to describe its key ideas.
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

#### Science

- Use observations to describe patterns of what plants and animals (including humans) need to survive.

## Lesson Focuses for Guided Reading (Select lesson focus based on Student's needs)

| Writing Craft                                   | Comprehension                              | Reading Strategies<br>Decoding, & Phonics                    | Academic Vocabulary                     |
|---|--|--|---|
| Use details<br>Use illustrations<br>Punctuation | Asking questions<br>Inferencing<br>Details | Picture clues<br>Cross-checking text to pictures<br>Glossary | environment<br>hatch<br>lungs<br>warmth |

## Lesson

1. Warm up for reading – Students read familiar books.
2. Introduction of **Turtles** – Introduce **Turtles** by looking at the cover photo and starting a discussion about turtles.

Suggested questions to facilitate introductory conversation:

- Talk about what you see on the cover.
- What do you think this book will be about?
- What do you know about turtles? Explain.

3. Skimming and Scanning **Turtles** – Use this time to introduce or review your lesson focus strategies and/or skills. Suggested skimming and scanning prompts:
  - Look at page 23. How does the picture glossary help you as a reader? (Explain glossary to students.)
  - Look at the illustration on page 14. Does it help you better understand the text?
  - As students are skimming and scanning, encourage them to look at the details in each picture.
4. Reading **Turtles** – Students read independently or with a partner.

5. After reading **Turtles** – Open the conversation with a question that relates to the comprehension strategy of asking questions or inferencing. After a brief conversation about the contents of the book, move to questions that support your lesson focus.

Suggested after reading content connection questions:

- What are some characteristics of turtles?
- What do turtles need to stay warm?
- Where do turtles spend a lot of time?
- Where do turtles lay their eggs?

Suggested after reading lesson focus prompts:

- Did the pictures help you when you had trouble understanding the text?
- Did you use what you already knew about turtles to help you understand the text?

6. After Reading Application for **Turtles** – Have students complete the Draw, Label, Share reproducible about turtles.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title: \_\_\_\_\_

Directions: Draw a picture of something you learned about in the book. Label all of its parts. Then write three "Did you know..." facts about your object.

Draw and label.

Did you know...

Did you know...

Did you know...