



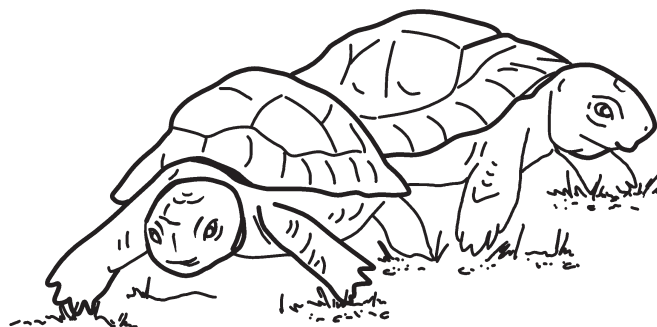
THE WORLD OF TURTLES TEACHER'S MANUAL

The World of Turtles Teacher's Manual has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help students use, apply, and master the skills to be successful.

On pages 2–3, *The World of Turtles* Teacher's Manual provides a correlation of the Common Core State Standards skills that are introduced, practiced, and reviewed in the manual activities.

On page 4 of the manual, the lessons present activities that can be used with each and every page of the book. The Learning Activities begin with Reading exercises to introduce the page, practice the skills, and review the concepts presented. Following the Reading exercises are Speaking/Listening skills and Language skills that present ways to help students practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 5 of the manual, Vocabulary and Writing Activities are presented. After each activity, the Common Core State Standards are listed to assist the teacher in the skill focus for each section. The Vocabulary section integrates academic and domain-specific words that are presented in the activities. The Writing sections engage students in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



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THE WORLD OF TURTLES

TEACHER'S MANUAL LESSONS

CCSS

Common Core State Standards

<p>Reading Literature or Informational Text</p>	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.3.10, RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 (grades 4–5) text complexity band independently and proficiently.</p> <p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>
<p>Foundational Skills</p>	<p>RF.3.4, RF.4.4, RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p>
<p>Writing</p>	<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.2, W.4.2, W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.3, W.4.3, W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.1, W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>

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<p>Speaking and Listening</p>	<p>SL.3.1, SL.4.1, SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 (grades 4 and 5) topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>
<p>Language</p>	<p>L.3.1, L.4.1, L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.2, L.4.2, L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.3, L.4.3, L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.4, L.4.4, L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 (grades 4 and 5) reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> <p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p> <p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>

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Summary

The book uses pictures and text to introduce students to a range of turtle and tortoise species.

Learning Activities	Introduce the Book <ul style="list-style-type: none">• Display the front cover of the book. Have students identify the title and the author. Ask the class to describe what they know about turtles and to share details from any experiences they've had with them, such as seeing them in zoos. (SL.3.1, SL.3.4, SL.4.1, SL.4.4, SL.5.1)• Select a volunteer to read the Note at the beginning of the book aloud as students follow along. Ask students to identify at least three things they will learn about in this book, referring to details in the text as the basis for their responses. (RI.3.1, RF.3.4.a, RI.4.1, RF.4.4.a, RF.5.4.a)
	Present a Reading Routine <ul style="list-style-type: none">• Tell students to follow along as you read the text on page 1 aloud. As you read, mispronounce a word and then reread the word correctly immediately after making the error. Explain to the group that reading with accuracy involves taking care to read every word correctly and rereading to fix mistakes. Have each student read a page aloud with accuracy as the class follows along. Read any scientific names for students. (RF.3.4.b, RF.4.4.b, RF.5.4.b)• After each page is read aloud, have students identify the main idea(s) and supporting details. Discuss how details, such as examples, support a main idea. Have students restate important points in the text in their own words on pages of your choice. (RI.3.2, SL.3.2, RI.4.2, RI.5.2)
	Provide Activities for Reading <ul style="list-style-type: none">• Tell students that when readers infer, they use what they know and text clues to draw a conclusion. Ask students questions about the text that require them to infer in order to answer. For example, for page 5, ask: <i>What might happen to a turtle kept at a temperature lower than 70 degrees?</i> Encourage students to refer to specific text details and to quote from the text as they respond. (RI.3.1, RI.4.1, RI.5.1)• Discuss with students ways in which turtles and tortoises are alike and different. Remind students to refer to text evidence, especially on pages 1 and 3, to support their responses. (SL.3.1, RI.4.1, RI.4.3, SL.4.1, RI.5.3, SL.5.1)
	Focus on Language Arts <ul style="list-style-type: none">• Speaking/Listening: Discuss with students appropriate situations for informal English (i.e., with friends) and formal English (i.e., with teachers). Assign each student a turtle or tortoise from the book. Tell them to prepare a short oral presentation about the animal, based on details in the text. Tell students to speak clearly using complete sentences and formal English as they present their information about a reptile. (SL.3.4, SL.3.6, SL.4.4, SL.4.6, L.4.3.c, SL.5.4, SL.5.6)• Language Skills: Write <i>Turtle tanks must be large</i> from page 5 on the board. Circle <i>must</i>. Explain to students that some words, such as <i>must</i>, tell how necessary something is. Replace <i>must</i> with <i>should</i> and have students describe how the meaning of the sentence changes. Have students orally create sentences about a concept from the book using these modal auxiliaries. (L.3.1, L.3.3, L.4.1.c, L.4.3, L.5.1, L.5.3)

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Vocabulary	
Summary Have students use the following strategy to identify the meanings of unknown words in a reading selection.	
Vocabulary Activities	<p>Word Structure</p> <p>Remind students that thinking about the parts of a word can give them clues to the word's meaning. Write the word <i>unusual</i> from page 8 on the board, using a different color for <i>un-</i> if possible. Explain to the group that the word part <i>un-</i> can mean "not." Have students use this information to determine the meaning of <i>unusual</i>. Ask students to orally give a sentence using <i>usual</i> and <i>unusual</i>. Repeat the activity using <i>unlike</i> on page 19. (L.3.4.b, L.3.6, L.4.4, L.4.6, L.5.4, L.5.6)</p>
Writing	
Summary Have students develop their writing skills by completing the following activities.	
Writing Activities	<p>Narrative Writing</p> <p>Have a volunteer read page 6 aloud as the group follows along. Have students describe what is happening in the picture. Ask them to write a story about a turtle hatching from an egg. Encourage writers to be creative as they describe what the turtle might be thinking during the process. Direct students to the exclamation point in the text. Remind them that it can be used in place of a period in sentences to place special importance on an idea or to show surprise or strong feeling. Encourage the group to use an exclamation point in one of their sentences to show a strong emotion from a character. (RI.3.7, W.3.3, W.3.3.b, L.3.2, W.4.3, W.4.3.b, L.4.2, L.4.3.b, W.5.3, W.5.3.b, L.5.2)</p>
	<p>Informative/Explanatory Writing</p> <p>Create a brochure format by folding a sheet of paper into thirds. Explain to the group that a brochure is a type of writing that gives information. Point out that the front panel serves as a cover and that facts and information are presented in the other sections and on the back panel. Remind students that paragraphs, bulleted lists, and illustrations can be used to present information. Ask students to reread page 5 silently. Have them create a brochure that includes text and pictures to explain how to care for a pet turtle, based on information on the page. Remind students to group related information in their pamphlet. (RI.3.10, W.3.2, W.3.2.a, RI.4.10, W.4.2, W.4.2.a, RI.5.10, W.5.2, W.5.2.a)</p>
	<p>Opinion Writing</p> <p>Have students reread pages 28 and 29. Ask them to think about whether placing restrictions on fishers to protect sea turtles is or is not a good idea. Have students write a paragraph using reasons to support their opinion. Tell them to use words and phrases such as <i>because</i> and <i>in addition</i> to link the opinion and reasons. Tell the group that using a mixture of shorter and longer sentences makes their writing more interesting. Ask students to combine or shorten sentences as they write so that they are not all the same length. (RF.3.4.a, W.3.1, W.3.1.c, L.3.3, RF.4.4.a, W.4.1, W.4.1.c, L.4.3, RF.5.4.a, W.5.1, W.5.1.c, L.5.3.a)</p>

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