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Activity Guide

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Sea Turtles

This Live Oak Readalong can be correlated to the following Common Core State Standards (CCSS):

RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

RI.3.10: 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 text complexity band independently and proficiently.

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.

The accompanying activities can be correlated to the following Common Core State Standards:

RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8: Recall information from experiences or gather information from provided sources to answer a question.

SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

L.2.4.a: Use sentence-level context as a clue to the meaning of a word or phrase.

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RF.3.3.c: Decode multisyllable words.

W.3.7: Conduct short research projects that build knowledge about a topic.

W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.

SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

L.3.4.a: Use sentence-level context as a clue to the meaning of a word or phrase.

BEFORE LISTENING

About the Story

Where do sea turtles live? What do they eat? What do they travel so far? These questions are answered by the information in *Sea Turtles*. The book also explains why sea turtles are endangered creatures, which have been around for millions of years, to survive for more years to come.

Activate Prior Knowledge/Build Background

Ask children if any of them have a turtle for a pet. Encourage them to describe interesting things turtles can do, such as pulling their heads and limbs into their shells. Then explain that *Sea Turtles* is a book about the ocean-going giants of the turtle world, sea turtles—turtles that can't hide inside their shell.

AFTER LISTENING

Standards-Linked Activities

Listening/Speaking

CCSS: RI.2.1, SL.2.2; RI.3.1, RI.3.2, SL.3.2, SL.3.3

Ask children the following questions about the book. Call on volunteers to respond orally.

- What was Archlon?
- What does a sea turtle use its flipper to do?
- How many kinds of sea turtles are there?
- Which is the biggest sea turtle?

- e. Why is it so difficult for baby sea turtles to survive? (*Draw conclusions*)
- f. Name three differences between a sea turtle and a turtle. (*Compare and contrast*)
- g. Which fact about sea turtles did you find most interesting? Why? (*Express and support opinions*)

Vocabulary

CCSS: RI.2.4, L.2.4.a; RI.3.4, RF.3.3.c, L.3.4.a

Write these vocabulary words on the chalkboard. Have volunteers use the word from the box that best completes each sentence.

plastron vegetarian carapace migrates scutes plankton

1. Some sea turtles eat tiny plants and animals called _____.
2. The top of the turtle shell is the _____.
3. The bottom of the shell is called the _____.
4. When a sea turtle _____, it may travel long distances.
5. _____ are the turtle's scales.
6. Green turtles are _____; they eat only plants.

Science, Turtles, Tortoise and Terrapins

CCSS: W.2.7; W.3.7

Divide children into three groups. Make reference books available so each group can find out about turtles, tortoises, or terrapins. The groups can prepare reports with a descriptions and illustrations. Then the class can compare the three kinds of animals.

Art: Draw a Sea Turtle

CCSS: W.2.8

Invite children to create a drawing of a sea turtle swimming in the ocean. Encourage them to model their turtles on one of the species illustrated in the book and identify it with a caption.

Math: Smallest to Largest

CCSS: W.2.8; W.3.8

Have children work in pairs to create a sea turtle chart, with the turtles arranged according to size. The chart can include the turtle's name, a picture, and its average weight and length.

On the Internet: Help a Sea Turtle

CCSS: W.2.7; RI.3.5, W.3.7

Before you send children to do research using any of the keywords listed below, you may wish to try them yourself to be sure the sites are suitable

Children can find out how to help save the sea turtle by visiting this Website: <http://www.turtles.org/helping.htm>. Activities include adopting a turtle, donating to turtle aid, or e-mailing in support of sea turtles. Children can color pictures of sea turtles online at <http://www.turtles.org/colour.htm>.