Springboard

Connect

28a The Children of the Sun

28b **The Sea Turtles of Tortuguero**

28c One Supersonic Space Jump

28d The Greatest Reef

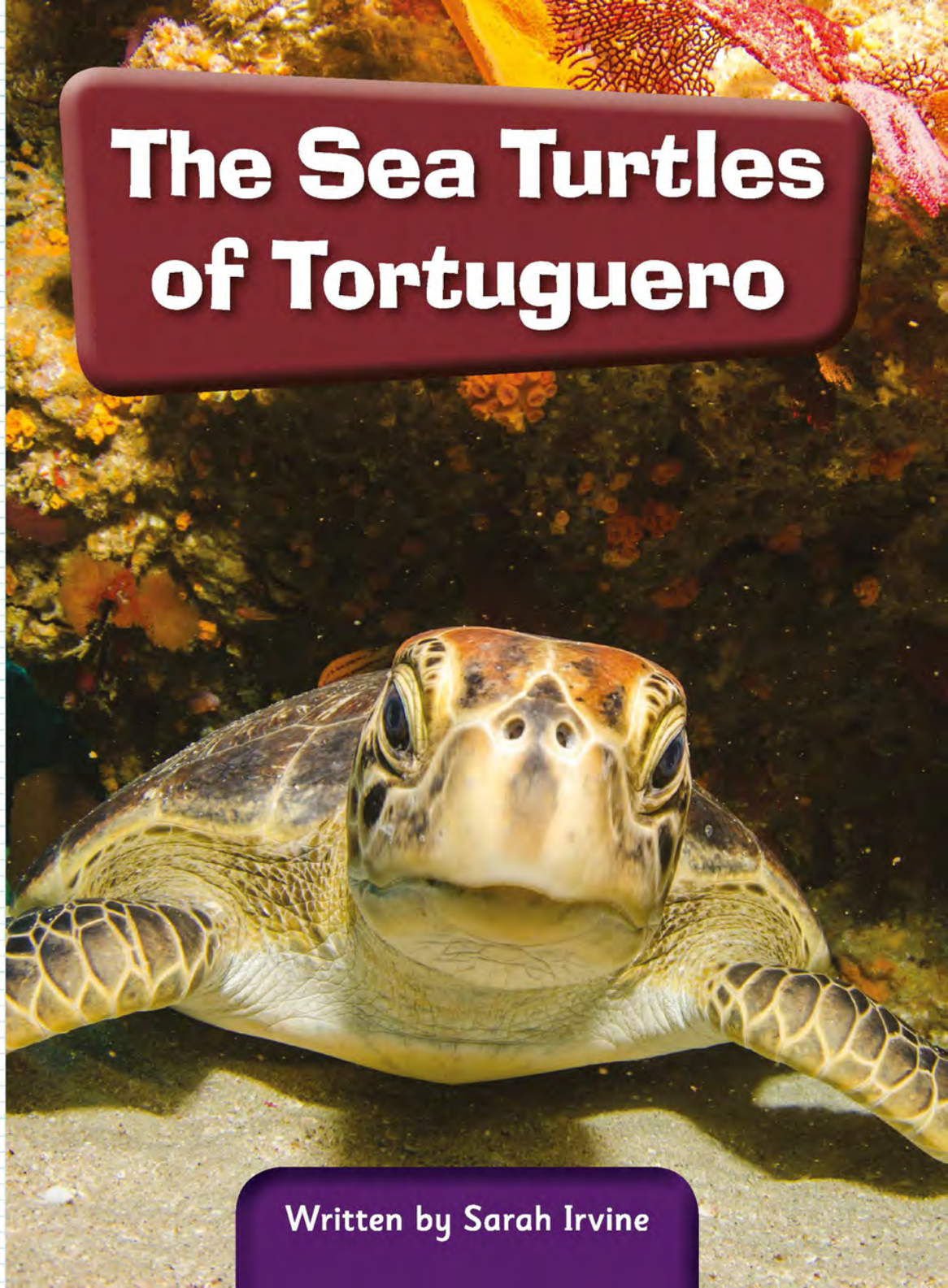
28e Sam's Great Invention

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The Sea Turtles of Tortuguero



Written by Sarah Irvine

Word Count	868
Text Type	Discussion
High-Frequency Word Focus	also
Content Words	canals, eggs, environment, money, pollution, reptiles, sea turtles, threats, tourists
Language Features and Text Structure (specific text features, sentences, punctuation, vocabulary, sound and letter knowledge)	morphemes; contractions; apostrophes of contraction; homophones

The Sea Turtles of Tortuguero
Written by Sarah Irvine

Front cover photographs: a green sea turtle, shutterstock.com/Leonardo Gonzalez.

Alamy/Chris Fredriksson, **4**, /John Keates, **14, 22**; Getty Images/AFP/HECTOR GUERRERO, **7** olive ridley, /AFP/TERESITA CHAVARRIA, **15**; canstockphoto.com/juliehewittphoto, **5**; Courtesy of commons.wikimedia.org, **7** Kemp's ridley; iStockphoto.com/ Ian McDonnell, **12**, /jarnogz, **19**, /ManuelVelasco, **2**, /PN_Photo, blank open diary background, /Sablin, **20**; Macmillan Education Australia, **9**; photonewzealand/Corbis/D. Parer & E. Parer-Cook, **7** flatback, /Martin Rogers, **17** bottom, /Robert Harding World Imagery/H Productions, **17** top, /Xinhua Press/KENT GILBERT, **16**; shutterstock.com/Amanda Nicholls, **7** leatherback, /Antonio Abrignani, **7** bottom turtle illustration, /Brian C. Weed, **3** lined paper, /Cigdem Sean Cooper, **7** green sea turtle, /Imageman, old light blue wooden panels background, /Jarno Gonzalez Zarraonandia, **8**, **13**, **18**, **21**, /koosen, **21** brown paper background, /koya979, **3** paperclip, **21** paperclip, /Lionel B, **10**, /M.E. Mulder and Picsfive and Odua Images, strips of masking tape, /Madlen, corner green palm leaf, /Maxy and koosenM, **13** papers background, /MaxyM, **3** old paper, **5** old paper, **15** old paper, /Norm Diver, **11**, /Peter Leahy, **7** hawksbill, /photocell, **11** graph paper, **20** graph paper background, /Picsfive, **9** old picture frame, /Polly Dawson, **7** loggerhead, /Serban Bogdan, **3** Costa Rica map, /Twonix Studio, **11** blank picture frame, **18** blank picture frame.

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GETTING STARTED

Activating prior knowledge: On paper or the board, write the headings: *appearance*, *habitat*, and *threats*. Ask students what information they know about sea turtles that could be listed under these headings.

Book introduction and prediction: Using the interactive digital book, or the printed version, read the title to students. Discuss the photograph on the cover. Ask them to flick through the book or the screens, looking at the photographs, diagrams, maps, and layout. Have students use the graphics and structure to suggest the text type and to predict what the book may be about. Read the entries on the contents page to confirm their predictions. Identify and discuss any words or features that may cause concern.

Outlining focuses: Explain to students that, as well as reading about sea turtles, they will talk about the language features of a discussion, contractions, plural endings, and homophones.

DURING THE READING SESSION

Literacy

Modelling: Depending on what is appropriate to the group, you can remind students of, and model, specific reading strategies, such as how to approach unfamiliar words and identify signal words.

Guiding: Ask students to read their books independently. As you move about the group, use your knowledge of each student's ability to help you decide when to intervene or assist. For example, if a student cannot read a word, or can read it but appears not to understand it, give prompts or clues to assist. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns.

Interacting, interpreting, analysing and evaluating: At appropriate intervals, and/or at the conclusion of reading, ensure that students make meaning from the text by asking questions and encouraging discussions. How have the local people of Tortuguero changed their opinion of the turtles? How and why are sea turtles under threat? What are the pros and cons of ecotourism? Have students discuss whether this is an imaginative, informative, or persuasive text and the audience to which they think the author was directing the book.

Literature

Responding and examining: Ask students if they prefer informative texts such as this or fictional texts. Encourage them to give reasons for their preferences.

Language

If you are using the digital book, invite students to take turns to operate it for the following activities.

Text structure and organisation: Looking at pages 16–21, ask students how the use of the terms *pros* and *cons* for the presentation of facts fits the discussion genre.

Draw attention to the word *we're* on page 2 and *it's* on page 4. Ask students why there is an apostrophe in each word. Have them identify the missing letters and give the extended form of each contraction. Have students look for and discuss other text contractions.

Expressing and developing ideas: Explain that homophones are words that sound the same but have different spellings and meanings. Discuss the single-syllable homophones *sea* and *see* on page 2. Ask students to look for other single-syllable words in the text that have homophones.

Draw attention to the words *threats* and *beaches* on page 10. Discuss the rules for adding the plural morpheme endings *s* and *es*. Ask which part of each word is a word in itself (*threat*, *beach*). List other words to which these plural endings can be added.

PUTTING THE LEARNING INTO PRACTICE

Small group/independent activities: Have students reread the text independently, then proceed to the activities listed in the Teacher Guide.

The Sea Turtles of Tortuguero

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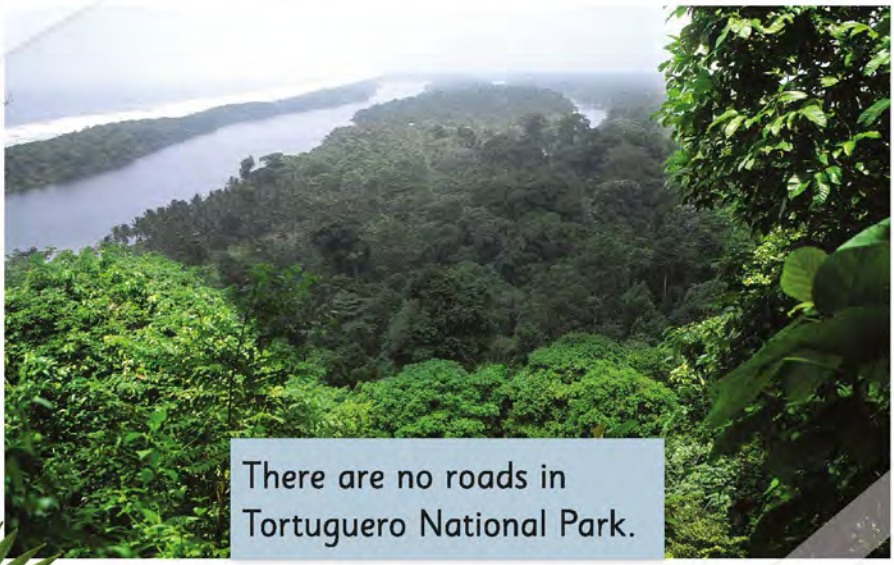
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Written by Sarah Irvine

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Day 1: A Protected Place

Mum and I are on holiday at a place in Costa Rica where the natural environment is protected by law. It is a **national park**. It is called Tortuguero National Park. We're here as tourists who visit a place without damaging the natural environment, or **ecotourists**. We're going to see sea turtles, but I hope we also see other animals, such as monkeys and birds. We're staying in a small village near the national park. There are no roads here. We had to come by boat through the canals.



There are no roads in Tortuguero National Park.

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Map of Costa Rica and Tortuguero National Park



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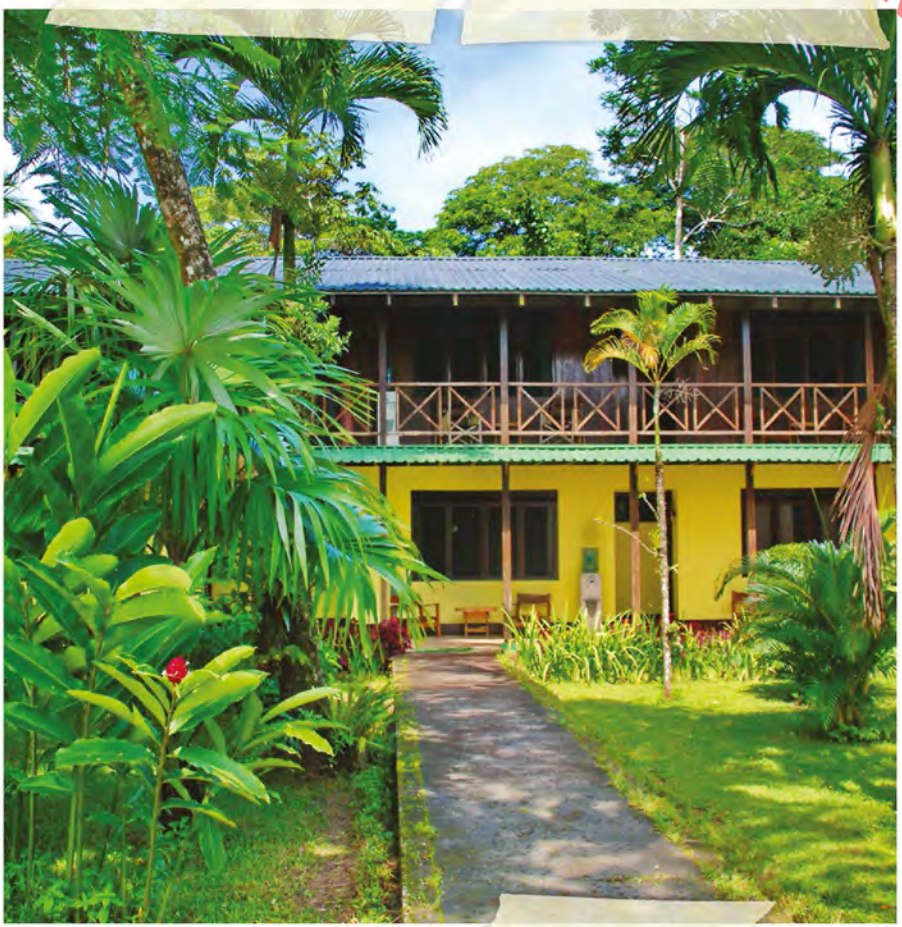
Day 2: Tortuguero

Many people come to Tortuguero National Park to see the sea turtles. A girl we met told us her grandfather used to hunt turtles and take their eggs. He sold them to make money. Soon, there were not many turtles left. Now, her family has set up a motel. Tourists who come to see the sea turtles stay at the motel. This helps her family earn money. The local people now say it's better to protect the turtles than to hunt them.



We looked at this map to find somewhere to stay.

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We are staying in a house like this.

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Day 3: My Research

Tonight, I'll do research at the beach with two people from the village. The person who will explain the interesting things will be our **guide**. There'll also be a person who goes to look for turtles. He'll be our **scout**.

I have been looking up facts about sea turtles.

Turtle Facts

Sea turtles are reptiles. They spend most of their lives in warm seas. Sea turtles have a hard shell and come in many different sizes, shapes, and colours. They are great divers, and can hold their breath underwater for a long time. They come up to the surface to breathe.

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Species of Sea Turtles



loggerhead



leatherback



flatback



Kemp's ridley



hawksbill



olive ridley



green sea turtle

Parts of a Sea Turtle

