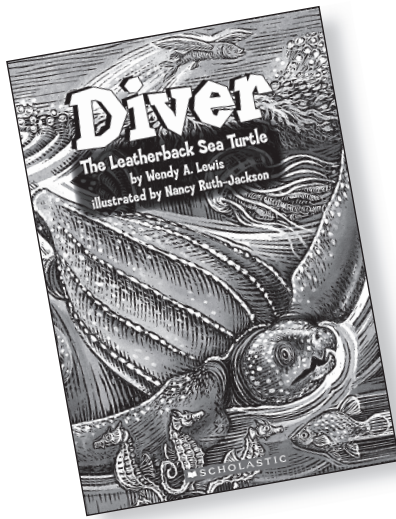


Diver: The Leatherback Sea Turtle



Written by Wendy A. Lewis

Illustrated by Nancy Ruth-Jackson

Text Type: Info-fiction: Narrative — Adventure Story

Guided Reading Level: R

Summary: This story tells of the adventures and dangers a sea turtle encounters as he migrates from the beach of his birth in Costa Rica to the rich feeding grounds near Nova Scotia. The journey is described from the turtle's perspective.

Text Features

- ▶ glossary
- ▶ factual information at the end of the book

Visual Literacy

- ▶ turtle migration route map

Text Supports

- ▶ prefatory letter explains that the story is told from the turtle's viewpoint
- ▶ glossary at the end explains turtle "language"
- ▶ further factual information at the end of the book
- ▶ critical points in the narrative are illustrated in each chapter

Possible Text Challenges

- ▶ story is told from the turtle's point of view and turtle "language" is used
- ▶ complex issues around the environment and human activity
- ▶ italic type
- ▶ some challenging vocabulary: *Ancient Memory, mysterious, horizon, current, tendrils, tail flukes, despair, transmitter*

First Session (pages 5-12)

Reading Strategies

Comprehension

- ▶ synthesizing
- ▶ inferring

Working with Words

- ▶ using context cues, prior knowledge, the reading-on strategy, and a glossary or dictionary to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ synthesize to integrate information and prior knowledge to create new understanding
- ▶ infer unspoken events and feelings
- ▶ use multiple word-solving strategies, including context cues, prior knowledge, the reading-on strategy, using a glossary/dictionary

Oral Language Opportunities

- ▶ discussing in groups and pairs



BEFORE READING

Making connections: text to self/synthesizing

Activating and Building Prior Knowledge

Before the lesson, make the Opinion Guide below using the BLM. Tell students, *We'll be reading an info-fiction story about leatherback sea turtles today.* Establish what info-fiction stories are (stories that have many facts woven into the narrative). Ask students if they have ever seen a sea turtle or how a sea turtle is different from the pond and lake turtles more commonly seen. Next, discuss with students the purpose of Opinion Guides. They:

- ▶ help readers discover what they already know
- ▶ introduce new words that will be found in the story
- ▶ create anticipation about the story

Guides can be completed together as a group, in pairs, or individually, depending how much support students need.

Tell students, *Read each statement. Check whether you agree or disagree with each fact. As you read through the story, find facts to back up your opinions.*

Opinion Guide for Diver: The Leatherback Sea Turtle

Statement	Agree	Disagree	Proof from story
Letter from Wendy to readers: Leatherback turtle ancestors lived in the ancient time of dinosaurs.			
Chapter 1: A female leatherback turtle teaches her young how to survive, just as a mother duck does.			
Chapter 2: Although hundreds of eggs are laid, only a few turtle hatchlings are able to get to the sea.			
Chapter 3: The leatherback turtle's greatest enemy is the shark.			
Chapter 4: The leatherback turtle's favourite food is jellyfish.			
Chapter 5: Fishermen have developed special hooks and fish traps so that sea turtles cannot be caught.			
Chapter 6: Scientists put backpacks with transmitters on sea turtles' backs so they can be tracked.			

Overcoming Text Challenges

Inferring

Hand out *Diver: The Leatherback Sea Turtle*. Tell students, *The author and illustrator have created quite an impression with their front and back covers. What is the front cover telling you?* (Diver is probably the sea turtle; he looks scared; sea turtles are big). *Why could Diver be scared?* Read aloud the blurb on the back cover. Ask students, *Why would Diver be travelling thousands of kilometres?*

Synthesizing

Ask students to return to their Opinion Guides. Hand out a sticky note to each student. Say, *Scan the letter on page 5 and put your sticky note on the proof for the first statement in the guide.* Students can jot down the proof. Point out that they can also change their opinions anytime if the proof makes them think differently.

Analyzing

Ask students to turn to page 6. Say, *This is another interesting feature of the book. Skim over the page to figure out what it's telling us.* Guide and support students to determine that on this map: the dark sections are land and the light sections are water; the numbers in the water show where Diver travels chapter by chapter; the key and the map act like a table of contents; the story starts in Costa Rica and ends in Canada. Show a larger scale of this on a world map.

ESL Note: Pair good readers with ESL students. Have ESL students find contractions in the book and tell their partners what two words form the contraction. If ESL students are unable to identify the two words, their partners can help.

Setting a Purpose

Synthesizing

Give out two different-coloured sticky notes to students. Say, *Read over chapters 1 and 2, looking for proof of your opinions, just as you did with the letter. Place a sticky note on the proof you find. You may find proof in more than one place. Tear your sticky note if you need more pieces. After you're finished reading, we'll compare proof and then dive deeper into the meaning of some of the events.*



DURING READING

Tell each student to read independently, keeping the purpose in mind.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem-solve as they read. For example, ask, *Can you read on to solve the word? Have you tried rereading to solve that word? Are there words around the word that help it make sense? Did you reference the glossary/dictionary?* Note students' successful use of reading strategies and any difficulties they encounter.

Encourage students who finish early to reread chapters 1 and 2, then go back to their sticky notes and add the proof to their Opinion Guides.



AFTER READING

Synthesizing

Share and discuss the proof students found about their opinions in chapters 1 and 2. Answers can be added to a group chart or students can just add to their proof as others share.

Inferring

Discuss as a group, *Why is the Ancient Memory so important to sea turtles?*

Optional Approach

You may wish to have students read the rest of the text independently. Set a purpose for reading and choose a date to come back together to discuss and work with the text using the Optional After Reading session. You may choose to do some diagnostic work with students or to hold a book discussion halfway through to check their comprehension of the text.

Setting a Purpose

Synthesizing

Give four different colours of sticky notes to students. Direct them to use one colour to mark the proof for each of their Opinion Guide Statements as they read through the story. After reading or during reading, students are to jot down the proof in their Opinion Guides. Proof for many of the statements can be found throughout the story.

Second Session (pages 12-22)



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Hand out books and have students turn to page 12. Say, *When we left Diver, he had finally reached the water. What had he survived to get there? (hatching, a dog attack, a Two-Claw, and Uprights) How did he manage to survive all this? (Ancient Memory, instinct, good luck). What do you think will happen next? Skim over the last two paragraphs of page 12. Review the chapters 3 and 4 "Statements" in your Opinion Guide. From what you've read so far and from what these statements suggest, what kind of adventures do you think Diver will encounter as he continues on to the feeding grounds?*

Language predictability

Overcoming Text Challenges

Ask students to scan page 18 for the word *current*. Solve the word and its meaning together using multiple strategies such as context cues, prior knowledge, reading-on, and referencing the dictionary. Repeat these word-solving strategies for the words *tendrils* (p. 19) and *tail flukes* (p. 21), if necessary.

Synthesizing

Setting a Purpose

Give out two different-coloured sticky notes to students. Say, *Read over chapters 3 and 4, looking for proof for your chapters 3 and 4 opinions. Place a sticky note on the proof you find. After you're finished reading, we'll compare proof.*



DURING READING

Tell each student to read independently, keeping the purpose in mind.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem solve as they read. For example, *Can you read on to solve the word? Have you tried rereading to solve that word? Are there words around the word that help it make sense?* Note students' successful use of reading strategies and any difficulties they encounter.

Encourage students who finish early to reread chapters 3 and 4, then go back to their sticky notes and add the proof to their Opinion Guides.



AFTER READING

Synthesizing

Share and discuss the proof students found for their opinions in chapters 3 and 4. Answers can be added to a group chart or students can just add to their proof as others share. Ask students if they added more proof to their opinions from the chapters 1 and 2 statements.

Inferring

Say, *On page 18, we are told about Diver, "The more he eats, the bigger he will grow. The bigger he grows, the safer he will be." Why do you think he will be safer?*

Third Session (pages 23-32)



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Have students refer to their Opinion Guides to orally recap Diver's adventures in chapters 3 and 4. If students don't mention the "bad jellies," refer them to page 22 to discuss what these are and why they're bad. Ask again, *How did he manage to survive all this?* (Ancient Memory, instinct, he's learning) Read the last paragraph on page 22 to students. Discuss who is telling Diver to go north. Finally, have students turn to their Opinion Guides to look at the chapters 5 and 6 "Statements." Ask, *What kind of adventures do you think Diver will face in the North?*

Language predictability

Overcoming Text Challenges

Ask students to scan page 25 for the word *despair*. Solve the word and its meaning together using multiple strategies, such as using context cues, prior knowledge, reading on, and referencing the dictionary.

Synthesizing

Setting a Purpose

Give out two different-coloured sticky notes to students. Say, *Read over chapters 5 and 6 looking for proof for your chapters 5 and 6 opinions. Place a sticky note on the proof you find. After you're finished reading, we'll compare proof and then dive deeper into the meaning of some of the events.*



DURING READING

Tell each student to read independently, keeping the purpose in mind.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem solve as they read. For example, *Can you read on to solve the word? Have you tried rereading to solve that word?* Note students' successful use of reading strategies and any difficulties they encounter.

Encourage students who finish early to reread chapters 5 and 6 and then go back to their sticky notes and add the proof to their Opinion Guides.



AFTER READING

Synthesizing

Share and discuss the proof students found for their opinions in chapters 5 and 6. Answers can be added to a group chart or students can just add to their proof as others share.

Inferring

Ask, *How do you think Diver feels when he comes across the Great Turtle and then sees that she's caught on a hook?*

Fourth Session (pages 33-39)



BEFORE READING

Synthesizing

Activating and Building Prior Knowledge

Have students turn to page 34. Say, *The author wants you to have the "Cool Facts" on these "Cool Turtles" so that you know the facts from the fiction of the story. As I read aloud the first entry about "The World's Biggest Turtle," follow along. Then I'll tell you the main ideas in the entry. After reading, say, "The World's Biggest Turtle" is about the size, colour, and leathery skin of the sea turtle.*

Synthesizing

Setting a Purpose

Assign one or two entries for each student to read. Each student is to read each entry, summarize the main idea(s), and then share with the group.



DURING READING

Tell each student to read independently, keeping the purpose in mind.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem solve as they read. For example, *Are there words around the word that help it make sense? Did you reference the glossary/dictionary?* Note students' successful use of reading strategies and any difficulties they encounter.

Encourage students who finish early to read all of the “Cool Facts,” and to share with a partner the main ideas from the “Cool Facts” they were assigned.



AFTER READING

Synthesizing

Have each student share the summary of their entry, beginning with the title of the entry. Teach lightly if any major ideas are not presented.

Optional After Reading

In addition to selecting from all the activities in the Focused Follow-up, readers who completed the book independently should meet together to have a teacher-facilitated group discussion to deepen comprehension. Discuss the inferring questions found at the end of Guided Reading sessions 2 and 3.

Rereadings

In order to improve their fluency, give students opportunities to reread Diver’s story with a partner or take the book home to read with family members.

Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

What’s Your Opinion?

Synthesizing

Using the BLM, have students create their own Opinion Guide for *Diver: The Leatherback Sea Turtle*. Students should create one statement for each chapter, remembering that Opinion Guide statements should all sound true, even if they’re not. Proof for a statement must be found in the chapter from which it was taken.

Students can challenge a family member or reading buddy to complete the Opinion Guide and then read the book to find proof for his/her opinions.

Turtle Glossary

Inferring/language predictability

This activity can be done individually or in pairs. Tell students that Diver is coming to your school for a visit and will use turtle language to describe objects in and around your school. Students must think like a turtle to name at least 10 objects and give their definitions, e.g., Yellow Speeding Boat = school bus. Ask students to come up with a “turtle language” word for the turtle itself!

Opinion Guide

Name: _____

Statement	Agree	Disagree	Proof from story
Before Chapter 1: _____ _____	<input data-bbox="618 390 716 489" type="checkbox"/>	<input data-bbox="792 390 889 489" type="checkbox"/>	_____ _____
Chapter 1: _____ _____	<input data-bbox="618 625 716 724" type="checkbox"/>	<input data-bbox="792 625 889 724" type="checkbox"/>	_____ _____
Chapter 2: _____ _____	<input data-bbox="618 863 716 961" type="checkbox"/>	<input data-bbox="792 863 889 961" type="checkbox"/>	_____ _____
Chapter 3: _____ _____	<input data-bbox="618 1098 716 1197" type="checkbox"/>	<input data-bbox="792 1098 889 1197" type="checkbox"/>	_____ _____
Chapter 4: _____ _____	<input data-bbox="618 1335 716 1434" type="checkbox"/>	<input data-bbox="792 1335 889 1434" type="checkbox"/>	_____ _____
Chapter 5: _____ _____	<input data-bbox="618 1570 716 1669" type="checkbox"/>	<input data-bbox="792 1570 889 1669" type="checkbox"/>	_____ _____
Chapter 6: _____ _____	<input data-bbox="618 1808 716 1906" type="checkbox"/>	<input data-bbox="792 1808 889 1906" type="checkbox"/>	_____ _____