

Books for Young Learners Teacher Resource

Book Notes



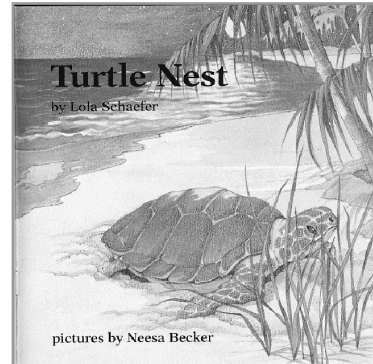
Turtle Nest

Author Lola Schaefer

Illustrator Neesa Becker

16 pages ■ 84 words

El nido de la tortuga ■ 86 words



Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S		G		I			

S = Shared G = Guided I = Independent

Turtle Nest

SYNOPSIS

A mother turtle comes ashore to make a nest and lay her eggs.

WHAT THE BOOK OFFERS

- Nonfiction recount
- Third person pronouns, “she” carried through to page 8, then “they” carried through to end.
- Past tense
- Strong sequence
- Detailed writing about one part of a turtle’s life
- Clear, detailed illustrations
- First and last episodes begin with same prepositional phrase
- Main character changes from mother to baby turtles

POSSIBLE SKILLS EMPHASIS

- Gathering information from text and illustrations and restating in own words
- Summarizing information

INTRODUCING THE BOOK

What information can we gather from the cover about turtle nests? We know they live in the water but it seems. . .

So what do you expect the book to tell us on the first page of text?

	Em	Early				Fluent			
	1	2	3	4	1	2	3	4	
	S		G		I				

S = Shared G = Guided I = Independent

Books for Young Learners Teacher Resource

Book Notes



Turtle Nest (continued)

FOCUS OF INSTRUCTION

- The succinct text conveys clear information and the clear illustrations provide further facts. As the students identify new facts, these could be recorded on a chart for discussion and prioritizing following the reading. As the facts are listed, indicate which were gained from the text and which from the illustrations.

- Using their own words should be emphasized:

The author said it this way. How do you think about that?

What words should we use to record that piece of information?

Tell me how you would tell it to someone else.

How can we say that so everyone can understand it?

Could you confirm that through the illustrations?

Did the illustrations give any extra information?

FOLLOWING THE READING

- Revisit the list of facts, checking sequence, combining where appropriate, and rewriting as a bulleted list of key information.
- Discuss how clear illustrations provide access to more information and confirm the text.
- Choose one of the illustrations to redraw and label, and then another to add an explanatory caption.
- Identify things for the students to consider when illustrating their nonfiction texts.