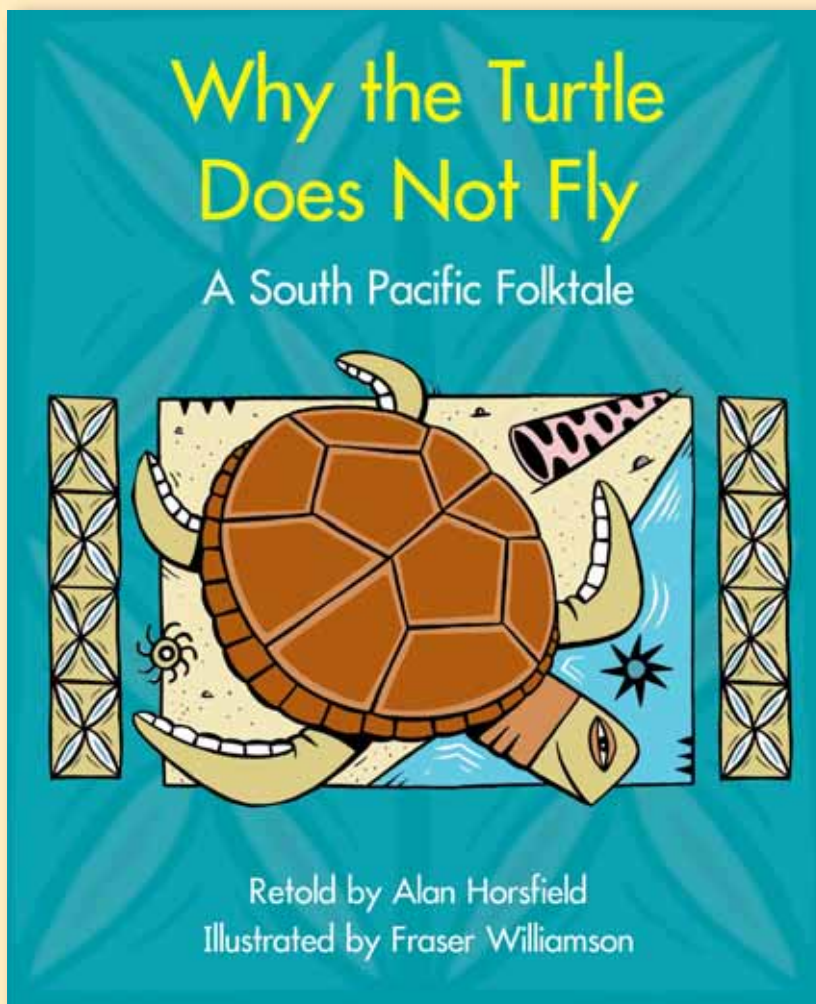




# Level 23

## Book g



Level	23
Word Count	571
Text Type	Narrative (myth)
High-Frequency	angry
Word/s Introduced	



MACMILLAN

T. Rex Trek

Chocolate...Yum!

Thomas Tries  
Something New

What Lived in  
That Shell?

Camping In

Australian  
Sea Lions

Why the Turtle  
Does Not Fly

Active Volcanoes

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. This is not an arbitrary division. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding  
(code breaker)*



*This symbol relates to use  
(text user)*



*This symbol relates to comprehension  
(meaning maker)*



*This symbol relates to critical analysis  
(text critic or analyser)*

## BEFORE READING

Ask students to read the title, and the names of the author and illustrator on the front cover. Discuss the illustration and ask students what design feature illustrates the South Pacific theme.

Talk about the writing form of a folktale, and the link with the word *retold*. Ask students if they can recall other folktales. Explain that the story has an extension which is non-fiction.

Read the title page.

## DURING READING

Set students a purpose to read, with a focus question for each page or several pages. Explain to students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page.

Ask, before students read each page –

**Pages 2–3** Where did turtles lay their eggs according to the folktale?

**Pages 4–7** Why were the birds angry?

**Pages 8–11** What did the birds decide to do?

**Pages 12–15** What did they do to the turtle?

**Pages 16–19** What happened when the turtle woke up?

**Pages 20–21** According to the conclusion of the folktale, how have turtles changed the way they live?

**Pages 22–23** Where do female turtles lay their eggs?

**Page 24** Why doesn't the turtle know how many baby turtles will hatch?

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## AFTER READING

Talk with students about why the birds didn't like the turtle, and ask them to find, in the story, the turtle's actions that incited the conflict. Ask students to talk to the person next to them about the chain of events that followed.

Have students, with their partner, read half the story each with fluency and expression.

## CODE BREAKER

### **Developing Specific Skills**

Suffix – /y, loudly (page 4), finally (page 8), quietly, quickly (page 14), sadly (page 18)

Plural – es, branches (page 2), beaches (page 22)

Superlatives, comparatives – tallest, greatest, higher

Word meanings – survive, decided, destroy

Fact/fiction

## TEXT USER

Goal/action/outcome: Who is involved? What is their goal? What actions do they take to achieve the goal? What are the end results of these actions? Would other actions have been more effective? Why? Is the goal realised?

How are the story opening and ending similar to other folktales?

## MEANING MAKER



Have students record the main events on a storyboard (writing and pictures).

Ask students to find the South Pacific cultural patterns in the book to make a border for a picture in the style of the illustrations in the book.

## TEXT CRITIC



Ask students to debate for and against the action of the birds to solve the conflict.

Have students write an alternative intervention by the birds, resulting in a different outcome.

Ask students to decide if and how the turtle was disadvantaged.

# 23g Why the Turtle Does Not Fly

Name \_\_\_\_\_

1. Add *ly* to the words. Read the words.

loud            ly    \_\_\_\_\_

final           ly    \_\_\_\_\_

quiet           ly    \_\_\_\_\_

sad             ly    \_\_\_\_\_

quick           ly    \_\_\_\_\_

2. Change the words to plural.

branch    \_\_\_\_\_

butterfly    \_\_\_\_\_

turtle      \_\_\_\_\_

beach      \_\_\_\_\_

lunch      \_\_\_\_\_

egg         \_\_\_\_\_

# 23g Why the Turtle Does Not Fly

Name \_\_\_\_\_

1.

Problem

Solution

2. Write facts about turtles.

Did you know ?

Did you know?

Did you know?

Did you know?

# 23g Why the Turtle Does Not Fly

Name \_\_\_\_\_

Complete the table below by filling in the missing base words, comparatives and superlatives.

Base word	Comparative	Superlative
	taller	
high		
great		
	smaller	
		oldest
hard		
loud		
		strongest