

Grade- 3  
Guided Reading—Sea Turtles in Danger (level N)  
(Literacy by Design)

Teacher: Kristen Sadaly  
Subject: Title I Reading

Standards:

- ✓ 1.1.3.D.: Demonstrate comprehension/understanding before reading, during reading, and after reading grade level texts through strategies such as retelling, **summarizing**, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.
- ✓ 1.1.3.B: Use knowledge of phonics, word recognition (e.g., word roots, prefixes, **suffixes**, and syllabication) and context clues to decode and understand new words during reading.
- ✓ 1.5.2.A: Write with a focus, with an understanding of topic, task, and audience.
- ✓ 1.4.3.B: Write informational pieces using illustrations when relevant (e.g., descriptions, **letters**, reports, instructions).

Objectives:

\*Students will be able to:

- Read a grade level text, Sea Turtles in Danger, with fluency and accuracy.
- Use the suffixes (-able, -ness, -ment) to determine the meaning of words in the text (suitable, pg. 5; weakness, pg. 7; development, pg. 10).
- Record interesting/new information about sea turtles as they read with a small group.
- Write a persuasive letter from a sea turtle’s point of view that request help from humans.

Procedure/Resources:

**Day 1**

1. Introduce Nonfiction Text (5 minutes)
2. Suffixes (5 minutes)
  - Use the suffixes (-able, -ness, -ment) to determine the meaning of words in the text (suitable, pg. 5; weakness, pg. 7; development, pg. 10).

\*We have worked with these suffixes before, so this portion of the lesson should be a quick review.

3. Graphic Organizer/Shared Reading (20 minutes)

- Tell students that today we are going to read a story titled, *Sea Turtles in Danger*. As we read this story we are going to find out who or what is putting the sea turtles in danger. Then we are going to write a persuasive letter, asking for help for the sea turtles. To write a convincing letter we are going to have to include facts about sea turtles, an explanation of why they are in danger, why people should help to save them, and how they can help to save them.
- Make a connection between this text and the article we read titled, “Save the Elephants.” How did the author of that piece make her writing convincing? *She described the elephants with positive traits, related elephants to human beings, provided us with statistics, and even described how talented elephants are.*
- Show students the chart we will be using to organize our information today. (See below).

Basic Sea Turtle Facts:	Why are they in danger?
Why should we save them?	How can we save them?

- Read the story together, stopping at the end of each page to discuss any information that can be used to complete our chart.

**Day 2**

1. Review Graphic Organizer (5 minutes)

2. Minilesson (1<sup>st</sup> Person/Point of View) (10 minute)

- Tell students that today they are going to write their persuasive letters; however, the letter is going to be written from a sea turtle’s point of view.
- Share an example with the students. (See next page).
- Examine the example with the students. Discuss how this letter would convince humans to help. Did it include facts about sea turtles, an explanation of why they are in danger, why people should help to save them, and how they can help to save them?

*Dear Humans,*

*I am writing this letter with hopes of gaining your sympathy and help. The situation for all sea turtles (all seven kinds!) is truly becoming dire. We are all in danger of becoming extinct. It is a sad, but true fact that only 1 in 1,000 sea turtles will make it to adulthood. We face many challenges, even as young hatchlings. You see, when baby sea turtles are born they must journey from the beach into the ocean. We teach our hatchlings to follow the light of the moon toward the ocean, but the bright lights of your homes have misguided them! If they do not make it to the ocean, they will not have a chance to survive! It is a shame that so many sea turtles do not make it into the ocean, where they can live as graceful and gentle swimmers. It would be a great help to all of us if you could respect the beaches and oceans as our natural habitat. We enjoy your temporary visits, but by continuing to build your homes on beaches, our homes (and species!) are being destroyed.*

*P.S. If you happen to see baby sea turtles crawling away from the ocean, please point them in the right direction!*

*Sea Turtle*

Independent Writing Time (15 minutes)

- Conference with individual students to provide needed support.
- Prompt students to refer to our graphic organizer for information.

Closure/Review/Assessment:

- ❖ Invite students to share their letters. Discuss how each letter used information from the text to support the sea turtle's point of view.