



Oxford Level 9

Turtle Beach

Written by Paul Shipton and illustrated by Nick Schon, based on the original characters created by Roderick Hunt and Alex Brychta.
Teaching notes written by Liz Miles.

Text type: fiction

Topic: habitats and microhabitats

Synopsis

Biff, Chip and Kipper are worried about the hedgehog in their back garden – it appears to be lost. They're reading books about hedgehogs when the magic key begins to glow. The key takes them to a beach at night-time, where they discover a turtle laying eggs. But the turtle is confused – it thinks the light from a nearby hotel is the moonlight over the sea, and it starts heading in the wrong direction. Biff manages to persuade the hotel staff to turn the lights off and so steers the turtle in the right direction, and saves it from a steep bank. When they get home, Dad cuts a hole in the garden fence so the hedgehog can find its way home.

There is a topic-linked non-fiction book to partner this title, which is called *Rock Pool to Rainforest*.

Group/Guided reading

Introducing the story

- ➡ Look at the cover and read the title together. Ask the children to share anything they know about sea turtles. Ask: *Where do they lay their eggs?*
- ➡ Look at the cover picture and ask the children to suggest what they think Biff, Chip and Kipper might be thinking as they watch the turtle.
- ➡ *(Predicting)* Ask: *Do you think this is going to be a fiction book that tells a story, or a non-fiction book that gives information?*
- ➡ *(Predicting)* Ask the children to share predictions about what they think might happen in the story.

Vocabulary check

- ➡ As they read, encourage the children to sound out and blend new words, for example *h-e-dg-e-h-o-g*, *c-o-n-t-i-n-u-ed*.
- ➡ This book includes some more challenging words that do not conform to phonics teaching, as well as subject-specific vocabulary that may be unfamiliar to children. Explain to the children that these words may be challenging but they are important for the story. Read these words for the children if necessary, to help build familiarity before they read the story.

minutes building gestured exhausted neighbour

Reading the story

- ➡ Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read. Where necessary, encourage the children to re-read sentences to focus on meaning.
- ➡ *(Predicting)* After reading p7, ask: *Why do you think the turtle is pushing sand into a hole with its back flippers?*
- ➡ *(Questioning)* On p8–9, ask the children to think of some questions the children could ask the girl about turtles. Prompt them by saying: *I wonder why turtles always come back to the same beach to lay their eggs.*
- ➡ On p11, ask: *Why is the turtle heading in the wrong direction?*
- ➡ *(Summarizing)* After reading page 15, ask the children to explain, in their own words, what has happened in the story so far. Ask: *How do you think Biff feels at this point in the story?*
- ➡ After reading p16, ask: *Why does Biff ask the man behind the desk to turn all the lights off?*
- ➡ *(Predicting)* On p19, say: *I wonder why Biff borrowed a torch from the hotel.* Encourage the children to describe what they think Biff will do next and why.
- ➡ On p22, point to the word ‘exhausted’ and ask the children to suggest other words the author could have used that have a similar meaning to ‘exhausted’, e.g. tired, shattered, worn out.
- ➡ On p24, point to the exclamation mark and ask the children to read Kipper’s speech with intonation and expression. Ask: *How do you think Kipper feels at this point in the story?*

Returning to the story

- ➡ *(Clarifying)* Re-read p9 and say: *I wonder why the girl is worried that the beaches have changed a lot.* Encourage the children to share their ideas.
- ➡ *(Clarifying)* Ask: *What plans did the people make to help the baby turtles?* Encourage the children to look back at p26 if necessary.
- ➡ *(Summarizing / Clarifying)* Ask the children to explain how Biff, Chip and Kipper helped the hedgehog and turtle, and why. Ask: *In what ways were the animals’ needs similar?*
- ➡ *(Summarizing)* Ask the children to work with a partner and to take it in turns to explain what is happening in each of the pictures in the story map on p30. Ask the children to use the pictures to help them to retell the story from Biff’s point of view.

Independent reading

- ➡ Introduce the story as in the Introducing the story section above.
- ➡ Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
- ➡ As they read, encourage the children to sound out and blend new words, for example *r-a-n-g-er*, *m-a-n-a-g-er*.
- ➡ This book also contains a number of more challenging words, which children may need more support with at this stage, but which enrich the story. You can look together at the inside front cover for a list of challenging words. Read them together and talk about what each word means.
- ➡ Remind the children to use the pictures to support them when reading the text.
- ➡ For suggestions of questions to ask the children after they have read the story to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- ➡ Ask the children to work in pairs. Explain that one partner should take on the role of Biff, and the other the role of a reporter.
- ➡ Say that a reporter from a local radio station wants to interview Biff to find out more about how she saved the sea turtle.
- ➡ Ask the children in role as the reporter to ask Biff questions to find out more about what happened. Prompt them by saying: *I wonder how Biff knew that turning the lights off in the hotel would help.*
- ➡ Ask the children in role as Biff to think about how Biff might respond to the questions and to include details about how Biff felt at various points in the story.
- ➡ Invite some children to share their role plays with the rest of the group.

Writing activities

- ➡ Ask the children to write a short newspaper article explaining what happened on the beach and how the children saved the turtle.
- ➡ Prompt them to use the story map on p30 to talk with a partner about the events they will include in their articles. Encourage them to plan what they are going to write before they start writing their articles.
- ➡ Ask the children to swap articles with a partner, and to check their partner's article makes sense and that all the main events have been included.

Cross-curricular activity

Science

- ➡ Ask the children to use books and child-friendly sites on the Internet to find out more about sea turtles – what they eat, where they live and how long they live, etc. They could produce a labelled diagram of the life cycle of a sea turtle.

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Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Can read aloud with intonation, taking into account a wider range of punctuation (. ? ! ,). (READ) (ORCS Standard 3, 15)
- Can summarize a story, giving the main points clearly in sequence. (R) (ORCS Standard 3, 18)
- Having read a text, can find the answers to questions, both written and oral. (R) (ORCS Standard 3, 20)
- Can discuss reasons for events in stories by beginning to use clues in the story. (D) (ORCS Standard 3, 22)

ENGLAND The National Curriculum in England: English Programme of Study, Year 2

	National Curriculum objectives	Book-related assessment pointers
Spoken language	participate in discussions, presentations, performances, role play, improvisations and debates (SpokLang.9)	Check the children in role as Biff in the role play activity consider how Biff felt at certain points in the story when responding to questions.
	ask relevant questions to extend their understanding and knowledge (SpokLang.2)	Check the children in role as the reporter in the role play activity ask open questions to find out more information about what happened on the beach.
Reading: Word reading	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes (Y2 ReadWord.2) read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation (Y2 ReadWord.7)	Check the children blend the sounds in words to read any new or unfamiliar words, e.g. hedgehog, continued, ranger, manager.
Reading: Comprehension	predicting what might happen on the basis of what has been read so far (Y2 ReadComp.2v)	Check the children are able to make predictions about why Biff borrowed a torch from the hotel and what she intends to do with it.
Writing: Composition	writing for different purposes (Y2 WritComp.1iv) planning or saying out loud what they are going to write about (Y2 WritComp.2i)	Check the children plan what they are going to write in their articles orally with a partner, using the story map to help them sequence events.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, First Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. (LIT 2-02a)	Check the children in role as Biff in the role play activity consider how Biff felt at certain points in the story when responding to questions.
	I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. (LIT 1-07a)	Check the children in role as the reporter in the role play activity ask open questions to find out more information about what happened on the beach.
Reading	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG 1-12a)	Check the children blend the sounds in words to read any new or unfamiliar words, e.g. hedgehog, continued, ranger, manager.
	To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. (ENG 1-17a)	Check the children are able to make predictions about why Biff borrowed a torch from the hotel and what she intends to do with it.
Writing	By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful to others. (LIT 1-26a)	Check the children plan what they are going to write in their articles orally with a partner, using the story map to help them sequence events.

WALES Curriculum for Wales: Foundation Phase Framework, Year 2

	Framework objectives	Book-related assessment pointers
Oracy	express opinions, giving reasons, and provide appropriate answers to questions (Y2_OracSpea.1) adopt a specific role, using appropriate language in structured situations (Y2_OracSpea.7)	Check the children in role as Biff in the role play activity consider how Biff felt at certain points in the story when responding to questions.
	prepare and ask a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', for a variety of purposes and to clarify understanding (Y2_OracSpea.9)	Check the children in role as the reporter in the role play activity ask open questions to find out more information about what happened on the beach.
Reading	apply the following reading strategies with increasing frequency to a range of familiar and unfamiliar texts: - phonic strategies (Y2_ReadStrat.4i) confidently use all phonemes and their corresponding graphemes when blending and segmenting polysyllabic words (Y2_ReadStrat.3)	Check the children blend the sounds in words to read any new or unfamiliar words, e.g. hedgehog, continued, ranger, manager.
	refine and revise predictions in fiction and non-fiction texts (Y2_ReadComp.5)	Check the children are able to make predictions about why Biff borrowed a torch from the hotel and what she intends to do with it.
Writing	re-read and improve their writing to ensure that it makes sense (Y2_WritMean.5)	Check the children give suggestions, where appropriate, of how their partner can make improvements to their article.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1/2

	Levels of progression	Book-related assessment pointers
Talking and listening	follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)	Check the children in role as Biff in the role play activity consider how Biff felt at certain points in the story when responding to questions.
	ask and answer questions to develop understanding (L2_com_talk.2ii)	Check the children in role as the reporter in the role play activity ask open questions to find out more information about what happened on the beach.
Reading	use a range of reading strategies (L2_com_read.2)	Check the children blend the sounds in words to read any new or unfamiliar words, e.g. hedgehog, continued, ranger, manager.
	express opinions and make predictions (L2_com_read.5ii)	Check the children are able to make predictions about why Biff borrowed a torch from the hotel and what she intends to do with it.
Writing	talk about what they are going to write and how they will present their writing (L2_com_write.1i)	Check the children plan what they are going to write in their articles orally with a partner, using the story map to help them sequence events.

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 2

	Learning objectives	Book-related assessment pointers
Speaking and listening	Extend experiences and ideas through role-play. (2SL9)	Check the children in role as Biff in the role play activity consider how Biff felt at certain points in the story when responding to questions.
	Listen carefully and respond appropriately, asking questions of others. (2SL7)	Check the children in role as the reporter in the role play activity ask open questions to find out more information about what happened on the beach.
Reading	Use phonics as the main method of tackling unfamiliar words. (2R02)	Check the children blend the sounds in words to read any new or unfamiliar words, e.g. hedgehog, continued, ranger, manager.
	Make simple inferences from the words on the page, e.g. about feelings. (2Ri3)	Check the children are able to make predictions about why Biff borrowed a torch from the hotel and what she intends to do with it.
Writing	Plan writing through discussion or by speaking aloud. (2W06)	Check the children plan what they are going to write in their articles orally with a partner, using the story map to help them sequence events.