

## Books for Young Learners Teacher Resource

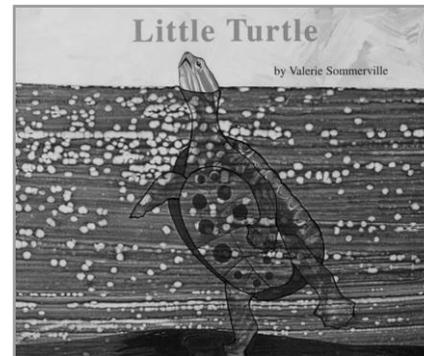
# Book Notes



### Little Turtle

Author and Illustrator Valerie Sommerville

16 pages ■ wordless



Little Turtle

#### SYNOPSIS

A wordless book showing the adventures of a brave turtle as it journeys far from home.

#### WHAT THE BOOK OFFERS

- Fiction narrative
- Sequence of illustrations
- Framework for readers to compose oral or written narrative text

#### POSSIBLE SKILLS EMPHASIS

- Inferential reading
- Understanding options for composing narrative from same base
- Understanding how readers can have different perspectives
- Establishing dialogue with the author/illustrator through the pictures

*Think about a possible link between a book titled Little Turtle and the cover illustration showing a turtle popping his head up*

#### INTRODUCING THE BOOK

*out of the water.*

*Scan through the book to see what is different from many other books we have read together.*

*If the author wants you to make up your own story, how might you need to read this book in a different way from most other books?*

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### Little Turtle (continued)

#### FOCUS OF INSTRUCTION

*Before we begin to try to think about writing a text along with the illustrations, let's first think what kind of text it would be: informational or perhaps a narrative? Check through the book to make your decision.*

*Now think through the essentials of a narrative. What would you expect the first few pictures to help you think about?*

*Once you have the setting and characters, what will you look for as you look carefully at the next few illustrations?*

*Once you have a clear idea of whether the story you are composing in your head is going to be an adventure with lots of action and excitement or a descriptive piece with more reflection than action, you will need to think about the kinds of words to convey that. So, before you go much further, think about the kind of conversation you will have with the author in your head. You will also need to think about whose perspective you are going to tell the story from. Will it be someone watching the turtle, or will it be from the turtle's point of view? You will need to think that through. Are you going to have dialogue or speech thoughts or no speech or...?*

*Scan through the book and decide how many episodes there probably will be.*

*Does the text in your head have a strong ending that makes you want to go back and read the book again or think about it after you have closed the book?*

- The students could retell their stories to each other. Or, they could make a brief summary in note form to use as their

#### FOLLOWING THE READING

framework for retelling the story to others or to write it. The written text could be attached to the illustrations or written with page references so subsequent readers would be able to view the matching illustrations.

- Discuss the different versions and what it was in the illustrations that caused the readers to have different perspectives.
- Different versions of the texts could be attached to one copy of the book for subsequent readings, reminding readers that everyone has their own perspective or makes their own meaning when reading.



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### Little Turtle (continued)

<b>Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading</b>	
<b>FINISH THIS THOUGHT</b>	<i>Turtles walk and move slowly because . . . A turtle can protect itself by . . .</i>
<b>USE YOUR MEMORY</b>	<i>How did Little Turtle end up on his back? What pages help you know this?</i>
<b>WHAT'S YOUR OPINION?</b>	<i>Let's look at a book where the pictures are only in black and white. Would you like the Little Turtle book if all the pictures were in black and white? Why or why not?</i>
<b>BE CREATIVE</b>	<i>Draw a turtle with the most beautiful shell you can imagine. Name your turtle. Write one sentence about your turtle with the beautiful shell.</i>
<b>VOCABULARY AGENT</b>	<i>Look at each page carefully and make a list of every color you see in this book.</i>