

✓ Lesson Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “How Turtle Cracked His Shell” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ Assume the perspective of Turtle and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ Predict events in “How Turtle Cracked His Shell” (RL.P.10)
- ✓ Combine simple sentences using *but* (L.P.1f)

Core Vocabulary

flying south, v. Moving through the air away from the cold north

Example: The birds were flying south for winter so they could find food.

Variation(s): flies south, flew south

summer, n. The hot and mostly sunny time of year

Example: It is fun to play at the beach during the hot days of summer.

Variation(s): summers

tightly, adv. Firmly or strongly

Example: Malik tightly closed the top so the milk would not spill.

Variation(s):

winter, n. The cold and sometimes snowy time of year

Example: Jasmine wears ear muffs to keep her ears warm in the winter.


Variation(s): winters

wonder, v. To think about and be curious about something

Example: I wonder whether we will have pizza or hotdogs for lunch.

Variation(s): wonders, wondered, wondering

At a Glance

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W Where Are We?	Image Card 8A-1; U.S. map (optional)	10
	W Purpose for Listening	Image Card 8A-2	
Presenting the Read-Aloud	W "How Turtle Cracked His Shell"		15
 Complete remainder of lesson later in the day			
Discussing the Read-Aloud	W Comprehension Questions		10
Teacher-Led Learning Center	L Art Center	White crayons; water colors (green); white paper	During Center Time
Take-Home Material	T "How Turtle Cracked His Shell"; Turtle's Shell	Activity Pages 8A-1, 8A-2	*

Advance Preparation

- Prepare a piece of paper for each student with an outline of a turtle on it to paint in Art Center.

Introducing the Read Aloud

10 minutes

Whole Group

Where Are We?

Tell students they will hear a story about birds. When the story starts, the birds are living in a place where the weather is about to change and it will start to get cold for the winter. Many birds do not like it when the weather gets cold. Ask students if they can think of some reasons why the birds might not like it when it gets cold; be sure that students understand that, in addition to feeling cold, birds have greater difficulty finding the kinds of foods they usually eat (i.e., plants and insects) when it is cold.

Ask students if they have any ideas what birds might do if the place where they are living gets cold and there is no food.

Show Image Card 8A-1: Birds in Formation

Explain that many birds move or fly as a group to a different, warmer place to live during the winter. When birds do this, we say they “fly south for the winter” because it stays warmer in the south and there is plenty of food.

Ask students if they have ever seen flocks of birds flying south for winter. If a map is available, show the general direction of moving from north to south by making a sweeping motion from the top of the map to the bottom of the map.

Whole
Group

Purpose for Listening

Show Image Card 8A-2: Turtle

Tell students the title of the read-aloud is “How Turtle Cracked His Shell.” Explain that in this story they will hear about a turtle who wants to fly south for the winter with a group of birds.

Tell students to listen carefully to find out what happens in the story and how turtles got lines on the back of their shells. Point to the cracks on the turtle in the picture to show students that turtles really do have cracked shells.

How Turtle Cracked His Shell



← SHOW FLIP BOOK PAGE 8A-1: Turtle looking up at birds

- 1** He wondered what they were doing.

It was the time of the year when the yellow leaves start falling from the aspen trees. Turtle was walking about on the ground. Up above him, he saw many birds gathering together in the trees. They were making a lot of noise. Turtle was curious to know what was happening. **1**

“Don’t you know?” the birds said. “We’re getting ready to fly to the south for the **winter**.”

“Why are you going to do that?” asked Turtle.

“Don’t you know anything?” answered the birds. “Soon it’s going to be very cold here. The snow will begin to fall. There won’t be much food to eat. Down south it will be warm. It seems like **summer** there all of the time, and there’s plenty of food.”

- 2** Turtle was getting hungry.

As soon as the birds mentioned food, Turtle became more interested. “Can I come with you?” he asked. **2**



← SHOW FLIP BOOK PAGE 8A-2: Turtle begging birds

“You have to be able to fly to go south with us,” said the birds. “You are a turtle, and you can’t fly.”

Turtle would not give up. “Isn’t there some way you could take me along?” he asked. He begged and he pleaded.

Finally, just to get him to stop bothering them, the birds agreed.

“Look here,” they said, “can you use your mouth to hold on **tightly** to a stick?”

- 3** [Have children pretend to grab sticks in their mouths.]

“That’s no problem at all,” Turtle said. “Once I grab onto something with my mouth, no one can make me let go.” **3**



◀ **SHOW FLIP BOOK PAGE 8A-3: Turtle with stick in mouth; birds holding on**

“Good,” said the birds. “Then you hold on tightly to this stick. Two of us will grab the ends with our feet. That way we can lift you up and carry you with us on our way south. But remember—keep your mouth shut!”

“That’s easy,” said Turtle. “Now let’s go south where it seems like summer with all that food.”

Turtle grabbed on to the middle of the stick. Two big birds came and grabbed each end. They flapped their wings hard and lifted Turtle off the ground. Soon Turtle and the birds were high in the sky, heading south. **4**

- 4** What do you think Turtle could see?



◀ **SHOW FLIP BOOK PAGE 8A-4: Turtle and two birds in sky**

Turtle had never been so high off the ground before. He liked it. He could look down and see how small everything looked.

But before he and the birds had gone very far, he began to **wonder** where they were. He wondered about the lake down below him and the hills beyond. He wondered how far they had come. He wondered how far they would have to go to get to where summer lived. He wanted to ask the two birds these questions. However, he couldn’t talk with his mouth tightly closed on the stick. **5**

- 5** What would happen if he opened his mouth to talk?
- 6** [Have students roll their eyes and wave their legs to imitate the ways Turtle tried to get the birds’ attention.]

Turtle tried rolling his eyes to get the birds’ attention, but the two birds just kept on flying. Then Turtle tried waving his legs at them. The birds acted as if they didn’t even notice. Now Turtle was getting upset. Turtle thought the least they could do was tell him where they were! “Mmmph,” said Turtle, trying to get their attention. But it didn’t work. **6**



◀ **SHOW FLIP BOOK PAGE 8A-5: Turtle falling from sky**

Finally, Turtle lost his temper. **7** “Why don’t you listen to—” was all he said. As soon as he opened his mouth to speak, he let go of the stick and started to fall.

Down and down he fell—a long, long way. Turtle was so frightened that he pulled his legs and his head into his shell for protection. **8** He hit the ground hard, which made him ache **9** all over. He ached so much he didn’t even notice that his shell had cracked all over when he landed.

- 7** or got mad
- 8** to keep himself safe
- 9** or hurt



◀ **SHOW FLIP BOOK PAGE 8A-6: Turtle hiding in shell in pond**

10 He was hibernating. When animals hibernate, they go to a warm, safe place and sleep during the cold winter.

Turtle was very unhappy. He wanted to get as far away from the sky as he possibly could. He found a pond and crawled into it. He swam down through the water to the pond's bottom.

Once there, he dug deep into the mud. Then he fell asleep. He slept all through the winter and didn't wake up until the spring. **10**



◀ **SHOW FLIP BOOK PAGE 8A-7: Turtle thrilled with new shell**

11 Do you remember the new word I taught you that we use to talk about animals that sleep all winter? Say *hibernate* with me.

When he woke up, he was very proud of all the cracks still showing on his shell.

Ever since then, every turtle's shell has looked like it has cracks all over it. And birds still fly south for the winter. However, turtles pull their legs and heads into their shells, curl up, and sleep the winter away. **11**

The End



Complete Remainder of the Lesson Later in the Day



Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images to provide support to these students.

If students give one-word answers and/or fail to use Core Vocabulary in their responses, expand students' responses using richer and more complex language. Sample responses are given below. As you model responses for students, try to include the bolded words so that students have an opportunity to hear these key words used correctly.

1. *Literal* Which characters in the story helped Turtle go south for the winter? How did they help him?
 - **Two birds** helped carry the turtle with them when they flew south. The turtle held onto a stick with his mouth and then the **birds held on to the ends of the stick** while they were flying.
2. *Inferential* Why did the turtle get mad during his trip?
 - He wanted to know where he was, **but he couldn't get the birds' attention.**
3. *Literal* What happened when Turtle lost his temper and opened his mouth to yell at the birds?
 - The turtle **fell** to the ground.
4. *Literal* How did Turtle get all of the cracks on his shell?
 - The turtle got the cracks on his shell from **falling on it.**
5. *Evaluative* What parts of this story do you think are pretend?
 - Birds and turtles **can't talk**, so that part of the story is pretend or make-believe.
6. *Evaluative* Are there other parts of the story that could be real?
 - Yes, birds do **fly south** for the winter. Yes, turtles do **have cracks** on their shells.

Teacher-Led Learning Center



Art Center

In the Art Center, provide each student with a piece of paper on which you have drawn the outline of a turtle. Have students draw a picture of Turtle from the story. Have students use white crayons to trace the cracks on their turtles' shells. Then, give children watercolors to paint Turtle's shell. The watercolor will not stick to the crayon, and the cracks in Turtle's shell will magically appear. As children color and paint, go around and help each child label the character that they have drawn by writing "Turtle" next to their artwork.

Take-Home Material



"How Turtle Cracked His Shell"; Turtle's Shell

Give students the following items to complete at home with an adult:

Activity Page 8A-1: How Turtle Cracked His Shell

Activity Page 8A-2: Turtle's Shell

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Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Attend and listen to the illustrated Big Book story “How Turtle Cracked His Shell” (RL.P.5)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “How Turtle Cracked His Shell” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ With prompting and support, ask and answer questions about the word *wondering* (RL.P.4)
- ✓ With prompting and support, use the words *wondering*, *hibernate*, and *migrate* acquired through: conversations, reading and being read to, and responding to texts (L.P.6)
- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner’s comments (SL.P.1b)
- ✓ With prompting and support, sequence illustrations of three to five story events (RL.P.2)
- ✓ Hold a book correctly, turning the pages, while pretending to read (RF.P.4)
- ✓ With prompting and support, retell “How Turtle Cracked His Shell” including characters, a beginning, and an ending (RL.P.2, RL.P.3, W.P.11)
- ✓ With prompting and support, “read”/tell a story using a wordless picture book (RL.P.2)

- ✓ Provide a story ending consistent with other given story events (RL.P.10)

At a Glance		Exercise	Materials	Minutes
Review “How Turtle Cracked His Shell”	W	Introducing the Big Book	<i>Classic Tales</i> Big Book	5
	W	Presenting the Big Book		
Word Work: Wonder	W	Defining <i>Wonder</i>	Image Card 8B-1; Nursery Rhyme Poster 52: Twinkle, Twinkle Little Star	10
	W	Deepening Understanding		
Extension Activity	W	What Happens Next?/Let’s Tell A Story	Activity Page 8B-1; small blank book for each student; scissors; glue	20
Teacher-Led Learning Center	L	Library Center	<i>Classic Tales</i> Flip Book	During Center Time
Take-Home Material	T	Let’s Tell A Story	Books made during extension activity	*

Advance Preparation

- Prior to the lesson, prepare small blank books for each student. Each book should have a front and back cover and three interior pages. Directions for making a blank book can be found here: <http://www.apartmenttherapy.com/simple-blank-book-how-to-116943>.
- If needed, cut Activity Page 8B-1 for students. If students are ready, they will cut the page themselves.

Review “How Turtle Cracked His Shell”

5 minutes

Whole Group

Introducing the Big Book

- Show students the title page of “How Turtle Cracked His Shell” on page 85 of the *Classic Tales* Big Book
- Tell students that in this story, the birds are worried because winter is coming, so they decide to fly south to look for food and warm weather.
- Tell students that when birds fly south, we say that they migrate. *Migrate* means to move from one place to another to find food and shelter, or a place to live.

- Ask students if they remember what turtle did during the winter, after he fell out of the sky.
- Remind students that Turtle hibernated during the winter. *Hibernate* means to find a safe place to sleep during the winter months. Turtle dug down in the pond mud to find a warm, safe place where he could sleep during winter. He didn't wake up until it was spring and the water was warm and there was plenty of food.

Whole
Group

Presenting the Big Book

Page 88

- **FIRST READ** ► ... *Finally, the birds agreed.*
THEN DISCUSS ► *They said, "yes."*

Page 90

- **FIRST READ** ► ... *how far they had to go.*
THEN DISCUSS ► *Wonder means to think about and be curious about something.*

Page 91

- **FIRST READ** ► ... *opened his mouth to speak.*
THEN DISCUSS ► *Do you remember what happens next?*
 - The turtle lets go of the stick and falls through the air.

Page 92

- **FIRST READ** ► ... *slept all winter long.*
THEN DISCUSS ► *Animals that sleep through the winter are animals that hibernate. Other animals that hibernate are frogs and bears.*
- Ask students whether they think this story could really happen (e.g., do turtles really talk?). Explain that while parts of the story could happen (e.g., birds really do migrate), other parts, such as birds giving a turtle a ride on a stick, are pretend, or make-believe, and could not really happen.

Note: *"How Turtle Cracked His Shell" is a story that explains why something is the way it is; many cultures have legends and folktales that explain how things came to be. Talk with students to help them understand that long ago, people often invented pretend stories to explain things they didn't understand.*

- Ask students whether they think this story really explains why turtles have cracks in their shells. Tell students that turtles don't really fall off sticks and crack their shells—they are born with cracks on their shells.

Word Work: Wonder

10 minutes

Whole
Group

Defining Wonder

1. In the read-aloud you heard, "But before Turtle and the birds had gone very far, Turtle began to *wonder* where they were."
2. Say the word *wonder* with me.
3. To wonder is to be curious about something.
4. In the story, the turtle wondered what it would be like in the south.
5. **Show Image Card 8B-1: Wondering**
This little boy is wondering what he will have for dinner. You can tell what he's thinking about by looking in the thought bubbles.
6. I wonder if we will have nice weather tomorrow so that we can go out on the playground. What is something you wonder about? Who can share with the class? I want everyone to think about something that they are wondering about. Now, I want each of you to turn to the friend sitting beside you (pair students) and say, "I wonder if ____." Then, I want your friend to share with you. Who else would like a chance to share something that they are wondering about?
7. What's the word we've been talking about that means to be curious about something?

Whole
Group

Deepening Understanding

Sing a Song

Show Nursery Rhyme Poster 52: Twinkle, Twinkle Little Star

Have students sing "Twinkle, Twinkle Little Star" and listen for the word *wonder*. Explain that in this song, the child who is singing is curious about what a star is; they are wondering. They can see the star twinkling in the sky, but they don't know what it's made out of, or where it is, or how it's hanging in the sky. They are wondering about the star. They are curious about the star.

**What Happens Next?**

Note: *If students are not ready to use scissors to cut out squares, cut the Activity Page images for students prior to beginning the activity.*

Students will make their own book using four pictures from the story. Give students **Activity Page 8B-1: Make Your Own Book** and a booklet with a cover and blank pages (see **Advance Preparation**). First, have students cut the pictures apart. Then, have students put the pictures in order from left to right in the order they occurred in the story. Finally, have students glue or tape each image into the pages of a book. After students have made their books, have them “read” the story by telling about the pictures. Model appropriate use of the words *migrate* and *hibernate* as you talk with the students during their retellings.

Teacher-Led Learning Center**Library Center**

Use the *Classic Tales* Flip Book to review the images from the story of “How Turtle Cracked His Shell” with students. As you review the images, ask students to retell the story by talking about what is happening in each image. Model the appropriate use of the words *migrate* and *hibernate* as you talk with the students during their retellings.

After you review the images, tell students they are going to get the chance to make up a new ending for the story. Ask students to imagine what Turtle might do after he wakes up and crawls out of the mud. Next, have students imagine what the birds might do after they drop Turtle.

Take-Home Material**Let's Tell A Story**

Send home students’ completed books from the extension activity and have them retell the story to an adult at home.