Lesson 3: Be the Turtle Expert

UNIT: Saving Sea Turtles

TRANSCRIPT

HOOK 1

Hi, it's Anne. Something very exciting has happened. Shelley, the sea turtle who hatched on this beach years ago, has returned and made her nest! Soon, her babies will hatch and scurry down the beach toward the ocean. With the help of your Guidebooks, the babies will make it to the ocean safely.

In the last lesson, you wrote about ways people can help sea turtles and their babies. Here's what I wrote last time, "Hold on to the string of your balloons because they can fly all the way to the ocean and look like food to a sea turtle." I also wrote, "Use reef safe sunscreen in the ocean because some sunscreens have chemicals that can harm sea creatures."

So far, I've written just one sentence about each way people can help, and you probably did the same. One sentence explaining what people can do is a great start, but it's not really a Guidebook yet. It's more of a guide sentence. The sentence tells people what they should do and why, but they'll want to know more.

Writers tell stories—sometimes stories they make up, like a story about a medieval hamster battle. And sometimes they tell stories that are true, like a story about someone's real pet hamster. Stories help get readers excited to read more. They also help readers remember what the writer said.

I'm thinking about how I can tell my readers the whole story of each problem sea turtles face. Look at my sentence: "Hold on to the string of your balloons because they can fly all the way to the ocean and look like food to a sea turtle." This sentence will tell the reader what the story is going to be about. Then, I'll think like a storyteller to write the whole story of how balloons can become a problem for sea turtles.

My story will start with how balloons fly away. Then it will tell about how they travel to the ocean. And then, it will end with what happens when they reach the ocean. I'll plan to tell the balloon story in three parts: a beginning, a middle, and an end.

I start by imagining how the story of lost balloons and sea turtles begins. I imagine how the balloon gets into the air. Maybe someone lets go of a balloon. Or maybe a ton of them get released for fun.

DISCUSSION 1

Discuss: How can you tell the reader what happens first?

HOOK 2

Maybe you said, sometimes people let balloons fly away into the sky. Or people can have a lot of fun seeing balloons fly away. You may have come up with other ideas, too.

The sentence I already wrote tells the reader what the story will be about. And now I can begin the balloon story as the second sentence in my Guidebook.

Now I imagine what happens next. After people let go of them, I imagine the balloons way up in the sky getting blown by wind toward the ocean.

DISCUSSION 2

Discuss: How can you tell the reader the next part of the story?

HOOK 3

I wrote, "Then winds high in the sky can blow balloons to the ocean." Other ideas could work, too. Now I'll write my sentence of what happens last, adding on to the sentences I already have.

Now I need to end my story. I imagine how the balloons eventually float down from the sky or pop and fall into the ocean. I imagine a hungry sea turtle thinking that there's something tasty.

DISCUSSION 3

Discuss: How can you tell the reader the end of this story?

HOOK 4

I wrote, finally, balloons fall down in the ocean and can look like food to a sea turtle.

I've now written a full story with a beginning, middle, and end. But my readers may have gotten so excited about my story, they forgot what they can do to help. So I'll add a final sentence that reminds the reader what they should do.

Here's my final sentence: "That's why it's so important to always hold on to your balloons."

Wow! By thinking like a storyteller, we were able to write an entire paragraph that really explains this problem to readers. Readers will be excited to help, and they'll remember the story the next time they have a balloon.

Today, you'll write more about your ideas in your Guidebook. You'll think like a storyteller to explain the problems sea turtles face. You may not remember everything about the

problems from lesson one. That's okay. You'll get a worksheet today that will remind you what the sea turtle expert said.

I'll get you started, step by step.

STEP 1

Get your supplies.

STEP 2

In today's lesson, you'll need someone to share ideas with. This could be a partner or someone you sit near. When everyone has a partner, click the arrow to go to the next step.

STEP 3

Get the worksheet that has page 1 and 2 of your Guidebook on it. Put the worksheet with pages 3 and 4 to the side. You'll need it later.

Look at the sentence you wrote on page 1. Here are some sea turtle problems you might have written about. If you see a problem you wrote about on page 1, give a thumbs up.

STEP 4

Get your Sea Turtle Experts worksheet.

Find the expert that talks about your problem on the first page of your Guidebook. Put your finger on that expert. Remember:

- Oscar talked about plastic bags and trash.
- Lucy talked about sandcastles and holes.

- And Vicky told us about lights near the beach.

STEP 5

Silently read what your expert said about the sea turtle problem. When you're done, show a quiet thumbs up.

STEP 6

Your expert has given you three pictures to help you explain the sea turtle problem like a story.

Look at the first picture, and then tell your partner what happens first.

Take turns so both partners get to share.

STEP 7

On the first Guidebook page, put your finger at the end of the sentence you already wrote. That's where you'll start writing.

Write a sentence that tells what happens first. Remember, your Word Bank can help you with ideas and spelling.

STEP 8

Now, take a look at the second picture your expert gave you. Take turns telling your partner out loud the next part of your story.

STEP 9

Put your finger at the end of the sentence you just wrote. That's where you'll begin writing. Write a sentence that tells what happens next.

STEP 10

Now look at the third picture your expert gave you. Take turns telling your partner the last part of the story.

STEP 11

Put your finger at the end of the sentence you just wrote. That's where you'll begin writing.

Write a sentence that tells what happens last. You can write more than one sentence if you'd like.

STEP 12

You finished writing the whole story!

In case your reader forgot, write a sentence that reminds your reader what they need to do to help sea turtles. If you want, you can use this sentence to help you get started.

STEP 13

Get the guidebook sheet that has pages 3 and 4. Now you'll explain the other idea in your Guidebook, beginning on page 3.

Start by finding the other expert on your Sea Turtle Experts worksheet that matches the problem you wrote about on page 3.

Read what that expert has to say.

STEP 14

Now, on page 3, put your finger at the end of the sentence you already wrote. That's where you'll start writing.

Write a sentence that tells what happens first. Remember, your Word Bank can help you with ideas and spelling.

STEP 15

Now, take a look at this second picture your expert gave you. Write a sentence that tells what happens next.

STEP 16

Look at the third picture your expert gave you.

Write a sentence that tells what happens last. You can write more than one sentence if you'd like.

STEP 17

You finished writing the whole story!

In case your reader forgot, write a sentence that reminds your reader what they need to do to help sea turtles. If you want, you can use this sentence to help you get started.

WRAP UP

You now have a full draft of your Guidebook full of ways people can help sea turtles and explanations of all the problems sea turtles face!

Don't forget to put your V.I.P.s in a safe space so you'll have them for next time. I'll see you then.