

# TURTLE PLAYS A TRICK ON BEAVER

By - Shari Schwartz, Helen Tomassini, Linda Widenmaier

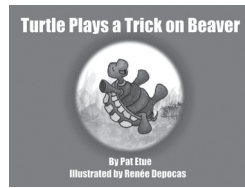
Illustrated by - Lam Quach

Genre - Narrative (Retelling a Legend)

Set 13 - 199 Words

## Building Anticipation – Setting the Context

Ask the students to recall any tales they have read about someone who was tricked. One example is *The Coyotes and Turkeys* from Porcupine set 11. You could read a version of *The Tortoise and the Hare* to establish the context of Turtle as a trickster.



Depending on the background knowledge of your students, you may want to review some characteristics of turtles and beavers. A Venn diagram done together could be useful to compare and contrast.

## Introduction

Tell the students that this is a story about a turtle who plays a trick on a beaver.

No picture walk should be necessary after introducing the first page, which contains the words *pond* and *strange*.

Invite the students to predict what kind of trick Turtle might play on Beaver. Then state the reading purpose: *Now read this story to see how Turtle plays a trick on Beaver.*

## Discussion – Book Talk

Discuss the children's initial predictions of how Turtle might trick Beaver. Ask the students if they changed their predictions as they read and if so, at what point did their ideas change? Talk about how predicting helps you pay attention to what is happening in the story.

*Right there question:*

Find the place in the story that tells who won the race. Invite students to think of another *right there* question.

*Think and search question:* Why did Turtle let Beaver start first?

*On your own questions:*

Do you think the race was fair? Why or why not?

## Creative Response – Independent Practice

Children can:

- make stick puppets of Turtle and Beaver and put on a puppet play of this story. They can also make up another Turtle and Beaver story to dramatize with the puppets.
- read a number of versions of the traditional tale *The Tortoise and the Hare* and compare the different illustrations and writing styles.
- paint a picture of the pond with Turtle and Beaver in it. Write their favorite sentence from the story under the picture.
- make a comic strip on the reproducible master. Put speech bubbles on each character and write in their speech. Be sure to keep the story in sequence.

## Read Aloud Connections

*Beavers* by Deborah Hodge, Nancy Gray Ogle and Pat Stephens, (non-fiction) Kids Can Press, 1998.

*Box Turtle at Long Pond* by William T. George, Greenwillow 1989.

*Franklin's Neighborhood* (part of a series about Franklin the turtle) by Paulette Bourgeois, Kids Can Press, 1999.

*Turtle Splash! Countdown at the Pond* by Catherine Falwell, Greenwillow, 2001.

## Learning about Language – Focused Teaching

High Frequency Words	tried, thought, why, start, slowly, would, fast, wanted	Find these words on the word wall or in books.
Word Families and Letter Clusters	Consonant blends - <i>tr</i> - trick <i>st</i> - start  soft <i>g</i> - strange	Word hunt through the story for words that contain consonant blends like <i>tr</i> and <i>st</i> . Make a list.  Do a word sort of <i>g</i> words, sorting them into hard and soft <i>g</i> . Help the children develop a generalization.
Structural Features of Words	<i>wb</i> - why	Word hunt all the words you can find that start with <i>wb</i> .
Text Features	Quotation marks to show dialogue  Ellipsis ...	Find the quotation marks in the story and read the words inside them. Talk about who is speaking and the <i>said</i> marker.  Find each ellipsis in the story and talk about what it means. Practice reading those sentences with expression.

# Comic Strip

