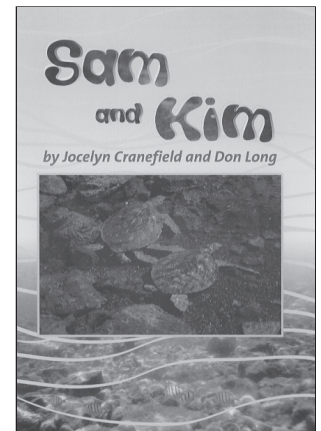


# Sam and Kim

by Jocelyn Cranefield  
and Don Long



## Book Summary

Sam and Kim are green sea turtles who live in a saltwater pond in Hawaii. This book gives general information about green sea turtles, how they live, and why they are endangered.

## Features of the Book

- Non-fiction text features – maps, glossary, index, fact boxes, diagrams, photographs
- Specialised vocabulary – *turtles, saltwater, volcano, carapace, plastron, keratin, predators, endangered, illegal, scientists, algae, herbivores*
- Retelling of Sam and Kim's story
- Labelled diagram of turtle parts
- Question-and-answer section
- Website for further information
- Set in Hawaii

## Purpose

*Sam and Kim* can be used to introduce and reinforce the following skills:

- S** paraphrasing and summarising orally;
- S** interpreting and using information;
- S** extending vocabulary;
- S** finding information from a variety of sources;
- S** using and creating labelled diagrams.

## The Guided Reading Lesson

- S** Paraphrasing and summarising orally
- S** Interpreting and using information

## Materials needed

- A copy of the text for each child and one for the teacher
- A whiteboard or chart paper and markers
- Optional: a copy of the blackline master and a pencil for each child

## Introducing the text

Write “endangered animals” on the board and read it aloud.

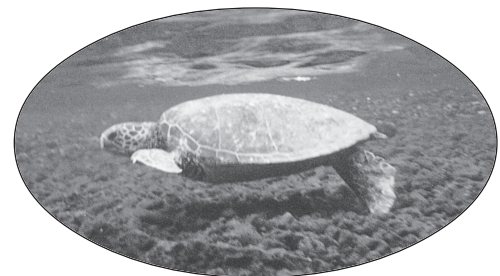
- What do you know about endangered animals?
- Can you name some animals that are endangered?

Tell the group that this book is about an endangered animal, the green sea turtle.

Look at the cover of the book and read the blurb on the back together.

- Why do you think these turtles are in danger?
- What do you think we will find out in this book?

Read the contents page together.



## Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

### Day One

Ask the children to read page 3 silently and to find a partner to summarise in their own words what the page is about.

- *Did you remember all the details? What was the most important idea?*

Remind them that a summary is brief and only includes the most important ideas. Ask the children to read to the end of the chapter and then to summarise it orally. Check that they have included the main ideas and keywords.

Look at and discuss the photographs in chapter 2 together. Look at the map on page 7 together and discuss the location of the places in the story. The children can now read to the end of the chapter.

Discuss the labelled diagram of a turtle on pages 10 and 11. Read the labels with the children and then ask questions to check their understanding.

- *How do sea turtles swim?*
- *What do sea turtles eat? How do they eat?*

### Day Two

Start a two-column chart on the board with the headings “Dangers” and “Ways people can help”. Ask the children to read chapter 3 carefully and then to help you chart the information that they have found.

Tell the children to think about any questions they might have about sea turtles.

- *The next chapter is written to answer questions. What do you think the “Q” and “A” might stand for?*

Review the questions with the children.

- *What more would you like to know about Sam and Kim?*

Tell the children to read to the end of the book and to list any unanswered questions

- *Where could we find out more about sea turtles?*

Direct the children to the class, school, or neighbourhood library or to the Internet. Note that websites change frequently.

## Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

### **S** Extending vocabulary

On the board, create a word web about *Sam and Kim*. Draw a circle with lines radiating from it. Write “Sam and Kim” inside the circle. Ask the children to help you write words that describe the turtles at the ends of the lines.

- *Which of these words are new to you?*
- *How did you work out what they meant?*
- *Which of these words are words especially about turtles?*

Ask the children to name another animal and to make a word web about it. Encourage them to extend their reading and writing vocabularies by using word webs.

### **S** Finding information from a variety of sources

Tell the children to use library resources and the Internet to research another endangered animal. After checking that everyone has enough information, tell the children to write a report or to make a poster using the following headings:

Habitat (where the animal lives)

Why the animal needs help

What people are doing.

### **S** Using and creating labelled diagrams

Ask the children to create a labelled diagram for their chosen endangered animal. They can use the diagram on pages 10 and 11 as a model.

### **B** The children can complete the blackline master on page 86.