



PEACHTREE

# TEACHER'S GUIDE

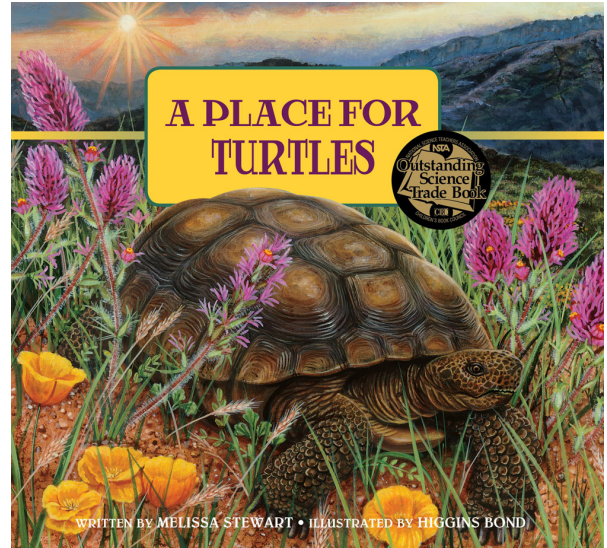
Includes Common Core Standards Correlations

## A Place for Turtles (revised edition)

Written by Melissa Stewart  
Illustrated by Higgins Bond

HC: 978-1-68263-096-9  
PB: 978-1-68263-097-6

Ages 6–10 | Nonfiction  
AR • RC • Lexile • F&P • GRL N; Gr 3



### ABOUT THE BOOK

Sometimes people do things that make it hard for other creatures to survive. *A Place for Turtles* clearly yet gently explains some of the ways human action and inaction can affect turtle populations.

This book focuses on eleven North American turtle species and shows each one in its natural habitat. Simple text describing each turtle's struggle to survive is perfect for young children reading on their own. Sidebars with additional information extend the usefulness of the book to older children and to young children reading with a teacher or parent. Sections at the beginning and end of the book include information about why turtles are classified as reptiles, the role of turtles in the food chain, and simple things readers can do to help protect turtles and their habitats. The endpapers feature range maps for all the turtle species discussed in the book.

*A Place for Turtles* introduces readers to a wide range of environmental issues, and its concrete examples of cause and effect show children how the choices we make can have far-reaching consequences for turtles and other creatures that share our world.

### THEMES

- Turtles and reptiles
- Habitats
- Animal adaptations
- Food chains
- Predators and prey
- Interdependence of living things
- Plant and animal diversity
- Endangered species
- Human impact on the environment

### SKILLS REINFORCED

- Compare and contrast
- Sorting and sequencing
- Cause and effect
- Size and scale

### TEACHING SUGGESTION

The two levels of text in this book make it ideal for Reading Buddy programs, which are popular at many schools. For more information, please see:

[www.melissastewart.com/pdf/scirdbuddies.pdf](http://www.melissastewart.com/pdf/scirdbuddies.pdf)

CCSS ELA RIT #1 & 2, NGSS PE K-ESS3-3

**BEFORE YOU READ****Grades K–2**

- After looking at the cover of the book and reading the title, ask students what they think *A Place for Turtles* will be about. Write their responses on chart paper. **CCSS ELA RIT #2**
- Provide a list of vocabulary words and discuss their meanings. **CCSS ELA RIT #4**
- Look at the range maps on the endpapers and work with students to identify turtles that live in your area.

**Grades 3–5**

- Ask students to predict the main idea of *A Place for Turtles*. Write their responses on chart paper. **CCSS ELA RIT #1 & 2**
- Have students discuss the following questions in small groups. Before reading the book, compile the groups' answers on chart paper.
  1. What human actions positively affect turtle survival? Explain how.
  2. What human actions negatively affect turtle survival? Explain how.
  3. List some different habitats where you might find turtles.
  4. Does the survival of turtles affect the survival of plants and other animals? Explain why or why not.
- Provide a list of vocabulary words. Encourage students to buddy up and work together as they look up the words in a dictionary and write definitions. **CCSS ELA RIT #4**

**AS YOU READ****Grades K–2**

Ask students to think about the main idea of the book. **CCSS ELA RIT #2**

**Grades 3–5**

- Encourage students to think about the main idea of the book. Do they hear details that can support that main idea? They may want to make notes on a piece of paper. **CCSS ELA RIT #2**
- Students should also think about the ideas you recorded on chart paper. Are there things they would like to change or add? They may want to make notes on a piece of paper.

**AFTER YOU READ****Grades K–2**

- Ask students to identify the main idea of *A Place for Turtles*. Work with them to find details that support

that idea, and list them on chart paper. **CCSS ELA RIT #1 & 2**

- Choose two turtles in the book and ask students to compare them. Students should consider each turtle's body size and coloring as well as its range, habitat, and food sources. Explain the usefulness of a Venn diagram (overlapping circles showing similarities and differences) and lead students in creating one. **NGSS PE K-LS1-1 & K-ESS3-1**

**Grades 3–5**

- Ask students to identify the main idea of *A Place for Turtles* and recall details that support that idea. List them on chart paper. **CCSS ELA RIT #1 & 2**
- As a class or in smaller groups, have students add new information or cross out incorrect information you recorded earlier on chart paper.

**SCIENCE****Grades K–2**

- Take the class outside to play Shark and Sea Turtle. Sea turtles stand on one end of the field. The shark stands in the middle of the field. Sea turtles must run to the other end of the field without getting eaten (tagged) by the shark. Have students keep track of how much prey (sea turtles) the predator (shark) eats during each round.

Now give each child a red, yellow, green, or blue scarf. Create four bases in the middle of the field. Sea turtles are safe if they're on the base with the same color as their scarf.

After each round, eliminate one base. Ask sea turtles with that color scarf how they feel. Explain that this is what happens to sea turtles and many other sea creatures when a coral reef dies due to pollution and development.

Students should continue to keep track of how much prey (sea turtles) the predator (shark) eats during each round. Did the number of sea turtles who died increase or decrease as the bases (coral reefs) disappeared? **NGSS PE K-ESS3-1**

- Turtles eat a variety of foods. As a class, do some research to find out what the turtles in *A Place for Turtles* eat. Then divide the class into small groups. Assign a different turtle to each group and have students create a menu poster for their turtle. Group members can work together to draw pictures of their turtle or find photographs on the Internet. Below these images, they can draw or glue cutouts of the foods they've selected for their turtles to eat. **CCSS ELA Writing #7, NGSS PE K-LS1-1**

- Using information in *A Place for Turtles*, invite students to work in pairs or small groups to create 11×17 inch posters that show how people in your community (including the students themselves) can help local turtles live and grow. **NGSS PE K-ESS3-3**
- Young children can often see and evaluate the actions of others, but they may have trouble understanding the impact of their own behaviors. And yet, they need that awareness before they can get involved in meaningful conservation. To help students develop their thinking in this direction, encourage them to discuss how they might be harming the environment without even realizing it. They can use some examples from *A Place for Turtles* as thought starters. Then encourage students to suggest ways they might change their behavior to help protect animals and preserve natural environments in your community. **NGSS PE K-ESS3-3**

### Grades 3–5

- Divide the class in half and have each team create a Book Fact Scavenger Hunt for the other team. Have students look through *A Place for Turtles* and other books about turtles. (See Related Reading at the end of this guide for suggestions.) They should choose a few interesting facts and turn them into questions. Here are some examples:
  - In *A Place for Turtles*, how many kinds of turtles live in North America?
  - In *Turtle, Turtle Watch Out* by April Pulley Sayre (Charlesbridge, 2010), how do night herons and raccoons threaten turtles?
 Type each team's questions, print them out, and cut them so each question is on a separate strip of paper. Place the questions in two bags or boxes, so the students can pick one question at a time and compete to see which team can answer the most questions. **CCSS ELA RIT #9, Writing 7 & 8**
- Have each student research one of the turtles discussed in the book and write a report. Each report should include unique/important body features, habitat and range, diet, and any fun facts the student discovers. **CCSS ELA Writing #2, 4, 7 & 8**

### MATH

#### Grades K–2

Using the following information, students should create a bar graph that compares turtle sizes. Then have students choose three turtles and draw them to scale. They can also color the turtles using the art in *A Place for Turtles* as a guide. **CCSS Math MD A.1 & A.2**

Loggerhead turtle: 36 inches  
 Bog turtle: 3 inches  
 Painted turtle: 8 inches  
 Leatherback turtle: 72 inches  
 Box turtle: 6 inches  
 Mojave desert tortoise: 12 inches

#### Grades 3–5

- Give each student a copy of Activity Sheet 1 at the end of this guide. Ask them to solve each problem. **CCSS Math OA A.1 & A.2, MD A.2** Answers to questions are the following:
  - 11 turtles
  - a. 26 eggs; b. 72 eggs
  - 3,500 days; 9.6 years
  - a. 40 mealworms and snails; b. 64 grams; c. 192 grams
- Students can use Activity Sheet 2 to practice converting inches to feet and feet to inches. Some of the problems also involve working with fractions. **CCSS Math NF B.3d, MD A.1 & A.2** Answers to questions are the following:
  - 3 feet
  - $\frac{1}{4}$  foot
  - 8 inches
  - 72 inches
  - 1 inch

### LANGUAGE ARTS

#### Grades K–2

- Have students create as many words as possible with the letters in *A Place for Turtles*. Ask the children to sort the words by: number of letters in each word, vowel sounds, and word families, such as at, ace, and ate. (See suggestions below.) They can also alphabetize the words. **CCSS ELA RF #2**
  - First round: at, pat, rat, rats
  - Second round: ace, race, races, laces, lace, place
  - Third round: ate, late, rate
- Give each student a copy of Activity Sheet 3 at the end of this guide and ask them to complete it. Answers: 1. D; 2. E; 3. A; 4. F; 5. B; 6. C. **CCSS ELA RIT #5**
- Ask students to fill their backpacks with newspapers, put them on, and get down on their hands and knees. Encourage them to pretend to be turtles. Then ask: What does it feel like to crawl around like a turtle? What would it feel like to swim in a muddy pond? You can record their responses on chart paper or ask them to write a description of their experience. **CCSS ELA SL #2 & 3, Writing #3**

- Work with students to create seesaw books about two different turtles, such as diamondback terrapins and Blanding's turtles.

On the first left-hand page, they might write: "Diamondback terrapins live along the Atlantic coast of the United States." On the facing right-hand page, they could write: "Blanding's turtles live in lakes and ponds in the Midwestern United States. The next page would read: "Both kinds of turtle spend most of their lives in the water."

Subsequent pages should continue to compare the two species—size, food, range, etc. Students can use webs to help them organize their thoughts. **CCSS ELA Writing #2, NGSS PE K-LS1-1 & K-ESS3-1**

### Grades 3–5

- Have students imagine what it's like to be turtles. Ask them to write a description of what they see as they swim through a watery habitat in their town or city. Encourage students to use examples from the book (invasive species, draining of wetlands, pollution, etc.) to explain the challenges of surviving. In a concluding paragraph, students should suggest ways humans can help turtles and improve their habitats. **CCSS ELA Writing #3, NGSS PE3-LS4-4 & 5-ESS3-1**

- Create an *A Place for Turtles* nonfiction text structure class book. Make eleven copies of the map and one copy of the cover sheet (at the end of this guide, between Activity Sheets 3 and 4). Then bind all twelve pages into a book.

Divide students into pairs or small groups. Using *A Place for Turtles*, students can write down the name of each turtle species as well as the human **cause** that's helping that turtle and the specific **effect** on the animal. **CCSS ELA RIT #5, NGSS PE5-ESS3-1**

**Note:** Even though the endpapers contain twelve maps, the spotted turtle does not have an accompanying cause and effect page. Therefore, it's best not to include this turtle in your students' books.

- As an alternative to the nonfiction text structure class book, you could have each student create an individual book. For each student in your class, make eleven copies of the map and one copy of the cover sheet (at the end of this guide, between Activity Sheets 3 and 4). Then bind all twelve pages into a book.

Using *A Place for Turtles*, students can write down the name of each turtle species as well as the human **cause** that's helping that turtle and the

specific **effect** on the animal. **CCSS ELA RIT #5, NGSS PE5-ESS3-1**

**Note:** Even though the endpapers contain twelve maps, the spotted turtle does not have an accompanying cause and effect page. Therefore, it's best not to include this turtle in your students' books.

- Activity Sheet 4 asks students to compare and contrast how humans interacted with turtles in the past and present. Give each student a copy of the worksheet and ask them to complete it. **CCSS ELA RIT #5**
- Have students write letters to author Melissa Stewart, telling her what they liked best about *A Place for Turtles*. Send the letters to Author Fan Mail, Peachtree Publishing Company Inc., 1700 Chattahoochee Ave., Atlanta, GA, 30318-2112. If you include an e-mail address, Melissa will send an e-mail to your class. **CCSS ELA Writing #1**
- Divide the class into teams of three or four for a game of Turtle Boggle. Choose one turtle species name and give students three minutes to think of as many words as possible from the letters in the name. One member of each team should record the answers while the others manipulate the letters. As each group reads its words, other teams cross off any repeats. The team with the most original words wins. Repeat the game with other species names, so that each student has a chance to be the recorder. **CCSS ELA RF #3**

### ART

#### Grades K–2

Have students create an image of one of the turtles in *A Place for Turtles* and its habitat, highlighting what the animal needs to live and grow. Make materials with a variety of textures available, including paints, magazines, and fabric. Some students might like to use plastic wrap for water or aluminum foil for the turtle's shell. Encourage them to use their imaginations. **NGSS PE K-ESS3-1**

#### Grades 3–5

Have students look carefully at the background art on each two-page spread of *A Place for Turtles*. As a class, list all the questions the book's illustrator, Higgins Bond, had to ask herself about each spread before beginning her paintings.

Possible questions include: Where is the habitat? What plants grow there? What time of day is it? What time of year is it? What other animals should be shown? How many turtles should be shown? What are the turtles

in the illustration doing? Using their list of questions, have students research and create a mural that depicts a natural turtle habitat in your community. **CCSS ELA RIT #7**

## GEOGRAPHY

### Grades 3–5

Have students review the range maps shown on the endpapers of the book and recall all the turtles that live in your area. Emphasize that the turtles discussed in this book represent only a fraction of the species that live in North America. Have the students do research to find out about additional species in your area.

## ADVANCED ACTIVITIES

- Have students research organizations that support the protection of one of the turtle habitats mentioned in this book. They should contact one organization via e-mail and find out about its recent work. Students should write a report and deliver an oral presentation about what they have learned. **CCSS ELA Writing #6 & 8, NGSS PE, 5-ESS3-1**
- Have students make a list of some of the things people do to harm the turtles discussed in this book. Then have them list ways people could change their behaviors to help turtles. Next, ask students to list some things they do every day that could harm the environment or the animals that share our world. (Possibilities include wasting electricity; wasting water; forgetting to recycle; littering; using straws, Styrofoam cups, and heavily packaged foods, such as drink boxes; and throwing out old clothes, games, toys, bicycles instead of donating them to charities.) Can they think of ways to modify their behavior? **CCSS ELA RIT #5**
- Have students write a letter to a school or town official asking them to change a policy that will positively impact a habitat where turtles live. **CCSS ELA Writing #1 & 4, NGSS PE 3-LS4-4**
- Divide students into teams of three or four and ask each group to pretend it is a news team. Each team should make a video of a mock news report about a local effort to protect turtles or other creatures and/or open space. **CCSS ELA Writing #7 & 8, NGSS PE 5-ESS3-1**

## RELATED READING

Bredeson, Carmen. *Fun Facts About Turtles*. Berkeley Heights, NJ: Enslow, 2009.

Davies, Nicola. *One Tiny Turtle*. Cambridge, MA: Candlewick, 2005.

Dunphy, Madeleine. *At Home with Gopher Tortoise*. Berkeley, CA: Web of Life Children's Books, 2010.

Falwell, Cathryn. *Turtle Splash: Countdown at the Pond*. New York, NY: Greenwillow, 2008.

Marsh, Laura. *Sea Turtles*. Washington, DC: National Geographic for Kids, 2011.

Sayre, April Pulley. *Turtle, Turtle, Watch Out*. Watertown, MA: Charlesbridge, 2010.

## THE ACTIVITIES IN THIS GUIDE DIRECTLY ADDRESS THE FOLLOWING STANDARDS:

### COMMON CORE FOR ENGLISH LANGUAGE ARTS STANDARDS

- Reading Informational Text #1 and 2: Identifying Key Ideas and Details
- Reading Informational Text #4: Craft and Structure
- Reading Informational Text #5: Identifying Text Features and Structures
- Reading Informational Text #7: Integration of Knowledge and Ideas
- Writing #1, 2, and 3: Text Types and Purposes
- Writing #4 and 6: Production and Distribution of Writing
- Writing #8 and 9: Research to Build and Present Knowledge
- Foundation Skills: Phonological Awareness #2
- Foundation Skills: Phonics and Word Recognition #3
- Speaking and Listening: Comprehension and Collaboration #2 and 3

### COMMON CORE FOR MATH STANDARDS

- Operations & Algebraic Thinking A.1, A.2
- Measurements & Data B.4
- Numbers & Operations—Fractions NF.B.3d

## NEXT GENERATION SCIENCE STANDARDS PERFORMANCE EXPECTATIONS

- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.
- K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
- 3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
- 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

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## REVIEWS

“While the topic of the book is clearly turtles, the narrative... will get young minds thinking about the interconnectedness of organisms, ecology, and the impact of human actions on the world around them.

A classroom-friendly blend of story and fact.”

—*Booklist*

“This is a worthy addition to the other titles in the ‘A Place for...’ series. After exploring this title, readers will certainly want to insure that turtles have safe places to live and grow.”

—*Reading Today online*

## AWARDS

- Society of School Librarians International Book Awards 2013 (Best Book, Science K–12)
- NSTA/CBC Outstanding Science Trade Books for Students K–12
- 2014 Green Earth Book Award in the children's nonfiction category

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## ABOUT THE AUTHOR

Melissa Stewart is the award-winning author of more than 180 books for children. She has a B.S. in biology from Union College in Schenectady, NY, and a M.A. in science journalism from New York University. Melissa speaks frequently at conferences for educators and serves on the Society of Children's Book Writers and Illustrators' board of advisors. She is available for school visits.

[www.melissa-stewart.com](http://www.melissa-stewart.com)

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## ABOUT THE ILLUSTRATOR

Higgins Bond, who has illustrated books for children for more than twenty-five years, attended Phillips University in Oklahoma and received a BFA from the Memphis College of Art. She has also created illustrations for magazines and posters, calendars, ads, brochures, figurines, dolls, and individual paintings for various companies. Her school visit presentation, “Yes, It Is Possible to Make a Living as an Artist,” is perfect for aspiring artists of any age.

[www.higginsbond.com](http://www.higginsbond.com)

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Teacher's Guide for  
**A PLACE FOR TURTLES**  
prepared by Melissa Stewart

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updated  
12/20/18

*A Place for Turtles*

**Math: Activity Sheet 1**

**TURTLE WORD PROBLEMS**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. Five rotting logs are sticking out of a pond in Connecticut. Three painted turtles are sunning themselves on each of the two logs at the east end of the pond. The log at the south end of the pond has one turtle on it. The other logs have two turtles. How many turtles are there all together? \_\_\_\_\_
  
2. A female leatherback turtle laid 130 eggs in five different nests.
  - a. If all the nests had the same number of eggs, how many eggs were in each nest?  
\_\_\_\_\_
  - b. If 10 eggs hatch in the first nest, 20 hatch in the second nest, 14 hatch in the third nest, and 7 hatch in the two remaining nests, how many of the female leatherback's eggs didn't hatch? \_\_\_\_\_
  
3. After a loggerhead turtle hatched, she migrated 49,000 miles. Then she returned to the same beach to mate and lay eggs of her own.
  - a. If the turtle swam an average of 1 mile per hour and she spent 10 hours a day resting, how many days did she take to complete the journey? \_\_\_\_\_
  - b. How many years is that? \_\_\_\_\_
  
4. A box turtle in a Georgia swamp eats 1 mealworm a day and three snails a week.
  - a. How many creepy crawlies does it eat each month (4 weeks)? \_\_\_\_\_
  - b. If a mealworm weighs 1 gram and a snail weighs 3 grams, what is the monthly weight of the snail's meat diet? \_\_\_\_\_
  - c. If 75 percent of the turtle's diet is plants, how many grams of plants does it eat each month? \_\_\_\_\_

*A Place for Turtles*

**Math: Activity Sheet 2**

**CONVERTING UNITS**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. An average adult loggerhead turtle is 36 inches long. How many feet is that? \_\_\_\_\_
  
2. A full-grown bog turtle is 3 inches long. How many feet is that? \_\_\_\_\_
  
3. Claire caught a painted turtle at the pond behind her house and measured it. It was  $\frac{2}{3}$  feet long. How many inches is that? \_\_\_\_\_
  
4. Colin saw a leatherback turtle laying its eggs on a beach. He estimated that it was about 6 feet across. How many inches would that be? \_\_\_\_\_
  
5. Mrs. Cloutier's fourth grade students kept a box turtle in their classroom. At the beginning of the year, it was  $\frac{1}{2}$  foot long. At the end of the year it was  $\frac{7}{12}$  foot long. How many inches did the turtle grow between September and June? \_\_\_\_\_



*A Place for Turtles*

**Language Arts: Activity Sheet 3**

**NONFICTION TEXT FEATURES MATCH**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Text features help readers understand a text. Read the name of each text feature included in *A Place for Turtles* in the left-hand column. Then, find the correct definition in the right-hand column. Write the letter of the correct definition next to each text feature.

- |    |                  |       |    |  |
|----|------------------|-------|----|--|
| 1. | Selected Sources | _____ | A. | This text helps reader learn more about the topic.                               |
| 2. | Close-up         | _____ | B. | This large type contains the most important information in the book.             |
| 3. | Text Box         | _____ | C. | Gives readers visual geographic clues that help readers know where animals live. |
| 4. | Heading          | _____ | D. | Helps readers understand how the author gathered the book's information.         |
| 5. | Main Text        | _____ | E. | Helps readers see details in something small.                                    |
| 6. | Maps             | _____ | F. | Gives readers clues about what he or she will learn from the text.               |



**Name of Turtle:** \_\_\_\_\_

**Cause:** \_\_\_\_\_

**Effect:** \_\_\_\_\_

A  
Place  
for  
Turtles

by: \_\_\_\_\_

*A Place for Turtles*

**Language Arts: Activity Sheet 4**

**NONFICTION TEXT STRUCTURES, COMPARE AND CONTRAST**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Author Melissa Stewart uses a cause and effect nonfiction text structure in the main text of *A Place for Turtles*, but in the text boxes, she compares and contrasts past human actions to present human actions.

Directions: Find the text boxes listed below. For each text box, compare and contrast then to now.

Example: **Bog Turtle**

Then: People planted purple loosestrife. It took over sunny spots where bog turtles could lay their eggs.

Now: People release beetles to control loosestrife, so bog turtles have more places to lay their eggs.

**Diamondback Terrapin**

Then: \_\_\_\_\_

\_\_\_\_\_

Now: \_\_\_\_\_

\_\_\_\_\_

**Loggerhead Turtle**

Then: \_\_\_\_\_

\_\_\_\_\_

Now: \_\_\_\_\_

\_\_\_\_\_

**Western Pond Turtle**

Then: \_\_\_\_\_

\_\_\_\_\_

Now: \_\_\_\_\_

\_\_\_\_\_

**Alabama Red-bellied Turtle**

Then: \_\_\_\_\_

\_\_\_\_\_

Now: \_\_\_\_\_

\_\_\_\_\_

**Leatherback Turtle**

Then: \_\_\_\_\_

\_\_\_\_\_

Now: \_\_\_\_\_

\_\_\_\_\_

Bonus Question:

Look at the names of the turtles in the book. Are they written in bold or italic print?