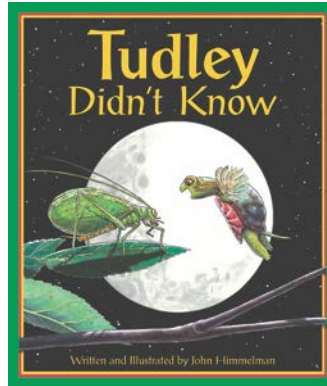


Teaching Activities

for



Questions to Ask Before & after reading the book

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- Questions to ask before reading the book
- What do children already know? With charts
- After reading the book – writing prompts & thinking it through
- Re-read the book looking for more information
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Teaching Activities are intended for use at home, in the classroom, and during story-times.

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Questions to ask children before reading the book

- What do you think the book is about by looking at the cover? (or one or two of the inside illustrations) *Sometimes it is easy to tell from the cover, other times it is not.*
- What does the cover illustration show?
- Do turtles really fly?

What do children already know?

- Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.
- The children should write down their “concepts” (or adults for them if the children are not yet writing) on the provided chart found on the next page.
- Use the questions to get children thinking about what they already know. Feel free to add more questions or thoughts according to the child(ren) involved.

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What do children already know—activity chart

Ask children to write down what they think they know before reading the book. If the information is verified while reading the book, check “yes.” If the information is wrong, mark “no” and cross it off. Write the correct information in another section, below. Make a note of how you verify the information.

<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
What do you know about turtles?			Text Illustration Info in FCM Other
How many different kinds of turtles can you list?			Text Illustration Info in FCM Other
Tudley is a painted turtle. Where do painted turtles live?			Text Illustration Info in FCM Other
What other animals live in or around ponds?			Text Illustration Info in FCM Other
How do land turtles protect themselves?			Text Illustration Info in FCM Other
Do all turtles pull their heads into their shells?			Text Illustration Info in FCM Other

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<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
What is the top part of a turtle's shell called?			Text Illustration Info in FCM Other
What is the bottom part of a turtle's shell called?			Text Illustration Info in FCM Other
Where do turtles get their oxygen: air or water?			Text Illustration Info in FCM Other
To what animal class do turtles belong?			Text Illustration Info in FCM Other
Can turtles come out of their shells?			Text Illustration Info in FCM Other
How do fireflies "talk" to each other?			Text Illustration Info in FCM Other
What's the life cycle of a frog?			Text Illustration Info in FCM Other
Can turtles fly?			Text Illustration Info in FCM Other

Use this chart for any other thoughts the children might have.

<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other

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After reading the book—writing prompts & thinking it through

- Did the cover “tell” you what the book was about?
- If not, how does the illustration on the front relate to the story?
- Draw your own cover.
- Write a song about a flying turtle.
- Can you think of another title for the book?
- Did the illustrator include anything in the pictures that were not in the story or are there things hidden in the art?
- Do you think everything in the story could be true? Do animals really talk to each other or have human traits?
- If the author used talking animal or gave the animals human traits, could the story have been told differently? How?
- Write a different ending to the story

Comprehension Questions

Do animals really talk to each other as in the story?

What do you think all the other turtles were thinking as they watched Tudley do thing he wasn't supposed to be able to do?

What in the story is real and what is not?

Did Tudley like to try new things?

Do you think the other turtles might have thought Tudley was different?

Do you think Tudley was afraid when he was on the rock all night long?

How did his friends help him?

Was it easy for his friends to help him?

What happened at the end of the story?

In what type of habitat do Tudley and his friends live?

Why do you think Tudley and his friends like to sit on rocks out in the sun?

Why do you think turtles cross roads?

Turtles are sometimes seen more often in the spring or early summer (May/June). Why do you think? What do you think SHE is doing? ([that's a hint...](#))

What are some ways that turtles might get hurt by humans?

Do you think humans try to hurt turtles?

Are there any ways that you can help turtles in the wild?

If you find a painted turtle in your backyard, should you keep it as a pet? Why or why n

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What do children already know activity conclusion

- Do the children have any more questions about painted turtles? If so, write them down on the chart.
- Identify whether the information was verified and how.
- If the concept is correct, make a note of how the information was confirmed (illustration, in text, in fun fact notes)
- If the concept was not correct, what IS the correct information – with above confirmation notes as above.
- If the concept was neither confirmed nor denied, look the information up in a reliable source and note where it was confirmed.
- Wrap it all up by adding notes with new information that they learned either through the reading or the research while looking up something else.

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Language Arts

Developing a vocabulary “word wall”

If using the book as a way to introduce a topic or subject, this is also a great way to introduce subject-related vocabulary words. If you don't have the time (or the inclination) to develop the word wall by playing the Vocabulary Game (below), we have provided a vocabulary list for you.

Vocabulary words for the “word wall” may be written on index cards, on a poster board, or on a chalk board. If writing on poster board or chalk board, you might want to sort into noun, verbs, etc. right away to save a step later. Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently.

Vocabulary game

This activity is designed to get children thinking of vocabulary words which will then be used as the beginning vocabulary list for a science lesson.

Select an illustration and give children a specific length of time (five minutes?) to write down all the words the children can think of about the particular subject. *If you do not have classroom sets of the book, it is helpful to project an illustration on a white board. Check Web site (www.ArbordalePublishing.com) for book “previews” that may be used for this purpose.*

Their word list should include anything and everything that comes to mind, including nouns, verbs and adjectives. At the end of the time period, have each child take turns reading a word from his/her list. If anyone else has the word, they do nothing. If however, they are the only one with the word, they should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

At the end, the child with the most words circled “wins.” And you have a start to your science vocabulary list. *Note if children use an incorrect word, this is a good time to explain the proper word or the proper usage.*

Putting it all together

The following activities may be done all together or over a period of several days.

- Continue to add words to the vocabulary list as children think of them.
- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what it is on the back of the card. When the cards are turned over, all you will see is “noun,” etc. *(These can then be used to create silly sentences, below)*
- Now sort the vocabulary words into more specific categories. For example, nouns can be divided into plants, animals, rocks, minerals, etc. They can be divided into living/non-living, or into habitat-related words.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper.
- Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story.
- Edit and re-write paragraphs into one informative paper or a story.

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Tudley Didn't Know

Suggested vocabulary list

<u>Nouns</u>	<u>verbs</u>	<u>adjectives</u>
air	bask	painted
amphibian	blink	
birds	fly	
carapace	glow	
eggs	hatch	
feet	hop	
firefly	signal	
frog	sing	
froglet	sing	
head	swim	
hummingbird		
insects		
katydid		
legs		
log		
plastron		
pond		
reptiles		
rock		
shell		
tadpole		
tail		
turtle		

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Tudley Didn't Know

Silly sentence structure activity

This is a fun activity that develops both an understanding of sentence structure and the science subject. Use words from the "word wall" to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the information in the book.

Turtles are _____s. They have scales, breathe air,
are cold-blooded, and lay _____s.
noun noun

Their _____s protect them. Land turtles can pull their
_____ and _____ in for extra protection.
noun noun noun

Hummingbirds are _____s. They have _____,
breathe air, are warm-blooded, and lay eggs.
Noun noun

Fireflies and katydids are _____s.
noun

Frogs are _____. Tadpoles _____ in the
water and _____ water through gills. Then they start to
grow legs and the tail shrinks. The new _____ leaves
the water and now breathes _____ through lungs.
noun verb noun noun

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Tudley Didn't Know
Sequence sentence strips

Preparation: Cut into sentence strips, laminate if desired, and place in a "center." Have children put the events in order. Children may work alone or in small groups. Cards are in order but should be mixed up when cut apart.

-----✂-----

Tudley basked on a rock.

-----✂-----

The hummingbird dropped lichen and Tudley flew it up to her.

-----✂-----

Tudley blinked his tail to call fireflies to help.

-----✂-----

Tudley hopped to the meadow to get the tadpole's mother.

-----✂-----

Tudley heard the katydids singing in the trees.

-----✂-----

Tudley fell from the tree and landed upside down on a rock.

-----✂-----

----- ✂ -----
Tudley spent the night on the rock. The firefly went to get the other turtles and the other animals kept him company.

----- ✂ -----
The turtles told him to pull his head and feet into his shell.

----- ✂ -----
His shell protected him as he rolled down the rock.

----- ✂ -----
The other turtles started to wonder if they could fly . . .

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Tudley Didn't Know

Word search

Find the hidden words. Even non-reading children can try to match letters to letters to find the words! Easy – words go up to down or left to right.

For older children, identify the coordinates of the first letter in each word (number, letter).

	A	B	C	D	E	F	G	H	I	J
1	O	U	K	A	T	Y	D	I	D	Y
2	T	Z	W	P	A	I	N	T	E	D
3	U	B	I	R	D	O	G	U	T	H
4	R	U	N	U	P	O	N	D	O	D
5	T	A	G	H	O	P	A	L	T	O
6	L	G	S	A	L	T	R	E	E	W
7	E	F	I	R	E	F	L	Y	S	N
8	E	R	N	A	I	L	O	U	D	U
9	L	O	G	C	O	Y	I	S	E	T
10	S	G	M	E	A	D	O	W	W	S

___, ___ TUDLEY
 ___, ___ BIRD
 ___, ___ KATYDID
 ___, ___ FLY
 ___, ___ POND

___, ___ PAINTED
 ___, ___ TADPOLE
 ___, ___ FIREFLY
 ___, ___ SING
 ___, ___ MEADOW

___, ___ TURTLE
 ___, ___ FROG
 ___, ___ WINGS
 ___, ___ HOP
 ___, ___ TREE

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Turtle Word Search

Find the hidden words. Even non-reading children can try to match letters to letters to find the words! Easy – words go up to down or left to right.



For older children, identify the coordinates of the first letter in each word (number, letter).



	A	B	C	D	E	F	G	H	I	J	K
1	T	U	H	P	L	A	S	T	R	O	N
2	S	E	A	T	U	R	T	L	E	M	E
3	C	O	M	U	S	T	A	B	L	E	D
4	A	D	Q	R	Y	I	P		U	S	H
5	R	E	P	T	I	L	E	C	A	C	X
6	A	V	J	L	W	Z	E	B	R	U	S
7	P	S	H	E	L	L	H	I	P	T	K
8	A	E	T	O	R	T	O	I	S	E	Y
9	C	O	L	D	B	L	O	O	D	E	D
10	E	T	E	R	R	A	P	I	N	F	G

Sea turtle
carapace
Reptile

terrapin
plastron
cold blooded

turtle
scute

tortoise
shell

For use with
Carolina's Story & Turtle Summer (sea turtles)
Turtles in my Sandbox (terrapins)
Tudley Didn't Know (painted turtle)

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Science

Edible sorting and classifying activity

Gather together a cup of edible “sorting items.” For example:

- As many different kinds of M&Ms as you can find
- Chocolate & peanut butter chips
- Hershey kisses
- Peanuts or other type of nuts

Ask the child to sort the items into groups. There is no right and wrong, only what makes sense to the child. When finished, ask the child:

What criteria or attribute (color, size, ingredient, etc.) did you use to sort the items?

- Are there some items that fit more than one group or don't fit any group?
- Is it easy to sort or were there some items that were a little confusing?

If more than one person did this, did everyone sort by the same criteria? To really extend the learning, graph the attributes used to sort the items. (*blank graph below*)

Sorting by attribute graph

Graph the attributes that children used to sort their items.
What was the most common attribute (size, shape, color, etc.) used?

10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
Attribute:					

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Classifying animals

Animals can be sorted too. What are some attributes you might use to sort animals?

- By habitat
- Do they have a backbone?
- Do they have arms or legs? If so, how many?
- Do they have stripes or patterns on their bodies?
- Do they walk, swim, jump, or fly?

Some things are very easy for scientists to sort or classify, other things are not so easy. The first question they will ask is whether the item is (or was) alive or not. Both plants and animals are living things.

If the item in question is an animal, like the animals in the story, scientists will then ask other questions:

- Does it have hair or fur, feathers, or dry skin or scales?
- Does it breathe oxygen from air through lungs or water through gills?
- Are the babies born alive or from eggs?
- Does the baby eat milk from its mother?
- Is it warm or cold-blooded?
- How many body parts does the animal have?

By answering these (and other) questions, scientists can sort or classify the animals into “classes” such as mammal, bird, reptile, fish, amphibian, or insect.

Information on the five classes of **vertebrates** (animals with backbones) is given in the table below. Using information found in the book or below, fill in the blanks for each of the animals mentioned in the book (text and the *For Creative Minds* section). Some of the information may be determined by looking at the illustrations. For example, if the animal breathes water, it will be shown living in the water. If the information is not in the book, it has already been filled in.

Have the children use the chart to determine to which class of animals each animal belongs (mammal, bird, fish, or reptile). The chart may also be used to complete a Venn diagram.

	Breathes oxygen air/ water	Warm or cold- blooded	Lays eggs or live birth	Hair, scales, or feathers
Mammals	Air	Warm	Mostly live	Hair
Birds	Air	Warm	Eggs	Feathers
Fish	Water	Cold	Varies	Scales
Reptiles	Air	Cold	Mostly eggs	Scales
Amphibians	Water, then air	Cold	Eggs in water to larva	Moist skin that is naked & smooth
Turtle		Cold	eggs	Scales
hummingbird		Warm	eggs	Feathers
Frog		cold	eggs	Moist skin

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A day in the life of . . .

Pick an animal from the book and pretend that you are that animal.

- Explain where you live (habitat).
- What do you eat?
- What animals might eat you?
- How do you protect yourself from those animals?
- Where do you sleep or rest?
- Write a paragraph about what do you do during the day (or night if nocturnal).

Life Cycles

Pick an animal from the book and research the life cycle of that animal.

- What are the babies called?
- How are the animals born? (hatched from eggs, born alive, etc.)
- How many brothers and sisters might be born at the same time?
- How big is the baby (length, height, weight, etc.) when born?
- What is the “house” like if applicable (nest, den, burrow)?
- Where is it found (underground, in trees, etc)?
- Which parent(s), if any, are involved in raising the young?
- What does the baby eat and for how long?
- How long will the babies stay with the parent (if parents are involved)?
- When is the “baby” considered an adult?
- How will it find a mate and have babies?
- Who prepares the nest/den and how (if applicable)?
- Some animals are only born at specific times of the year (to coincide with food availability). Is the animal born any time or just during special times of the year?

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Adaptations

Adaptations help animals to live in their habitat: to get food and water, to protect themselves from predators, to survive weather, and even to help them make their homes.

- Physical Adaptations include body shape. (teeth, feet, body covering, hair, blubber, ability to move, climb, etc.)
- Camouflage: color of skin or pattern to blend into background.
- Mimicry: Pretending to be something else to fool predators (Katydid)
- Behavior: opossum plays dead, social groups
- Migration: the seasonal movement of animals from one location to another
- Hibernation: a long, deep sleep in which the animals breathing and heartbeat are lower than usual.

Pick an animal from the book and try to figure out some of the animal's adaptations.

- How does it move and what parts of its body does it use to move?
- How does it see?
- How does it hear?
- How does it get its food?
- What parts of its body does it use to gather the food?
- How does it eat its food?
- What parts of the body does it use to eat the food? (teeth are different for carnivores than herbivores...)
- How does it hide from predators or prey (so it can catch the prey)?
- How does it protect itself from predators?
- In what habitat does it live?
- What adaptations does the animal need to help it survive in that habitat? (heat, cold, land, water, underground, high altitude, et.)
- Where does the animal live and does it make a "house?"
- Does it live alone or with a group?
- How does it "communicate" with others of its kind?
- How does it sleep?
- When does it sleep?
- Is food readily available all year?
- How does the animal deal with seasonal changes (if applicable)?

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Turtle Adaptations

Adaptations help animals to live in their habitat, to get food and water, to protect themselves from predators, to survive weather, and even to help them make their homes. Turtles live all over the world in a wide variety of habitats; in the ocean, in or around ponds and water, or on land.

All turtles have shells that are part of their bodies. Turtles' shells grow with them, like our bones grow with us. A turtle can never leave its shell. The top of the shell is called a *carapace* and the bottom is called *plastron*. The carapace is covered with covered with "scales" or *scutes*.

All turtle shells are not all the same - A box turtle can completely pull its head and legs into its shell. A hinge on the plastron completely closes. The shape of the shell is deep, like a helmet. Most other turtles (painted, terrapins, etc.) can pull their heads and legs into their shells but the shells don't completely close. Some turtles have soft, leathery shells for swimming. Snapping turtles have very small plastrons, making their shells lighter for swimming. They are better protected from the top than they are from the bottom.

Sea turtles have big, flat shells and cannot pull their head or flippers into their shells at all. The flat shape helps it to swim quickly through the water.

The legs are different too - Turtles that can swim and crawl onto land have webbed feet with claws. The webs help push through the water, but the claws help them on land.

- Tortoises have stumpy feet to help walk on different types of land.
- Sea turtles have flippers for swimming through the water.

Beaks - Turtles don't have mouths like we do, they have beaks. If they eat meat, their beaks have hooks that help them tear meat apart. The beaks are VERY strong and can break through other animals' shells. Turtles that eat plants have wider, flatter beaks.

Turtles are reptiles - Reptiles breathe air, have dry, scaly or leathery skin or shells, most are born from eggs (some snakes give live birth), and are cold-blooded (they get warmth from their environment).

Because they are cold-blooded, turtles like to bask (or lay out) in the sun. Sea turtles can't bask but they do swim to the surface to breathe.

Turtles have to protect themselves from cold weather. Sea turtles will migrate to warmer water. Other water turtles, like painted turtles or terrapins, will bury themselves in the mud in the bottom of the pond or bay for the winter. They continue to absorb oxygen through their skin.



Turtles lay eggs. The female turtle will dig a nest to lay her eggs. Even sea turtles crawl onto the beach to lay her eggs. Once they lay their eggs, they never see or know the hatchlings.

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Science journal

Have children draw a picture to define the vocabulary word or concept

reptile

carapace

plastron

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wings

tadpole

firefly

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Nature observation notebook

Animals are busy around you at different times of the day or year.

Do different animals show up in your backyard at different times of day? Go in your backyard (or school playground) at different times of the day (morning, noon, evening and night) and write down the animals you see. Are they the same or different? What changes there during the day that might cause different animals to come out at different times (such as light or temperature)?

Keep a journal with the following information

- Where are you?
- What time of day is it?
- What is the weather? (clear/rainy/cloudy or hot/cold)
- What animals do you see?
- What are they doing?

Those are the animals that you can see. Are there animals that you can hear but can't see?

- What type of sounds do you hear?
- What type of animal do you think makes the sound?
- Is it one animal or many animals?

Do you think you would see the same animal at the same place and time tomorrow?

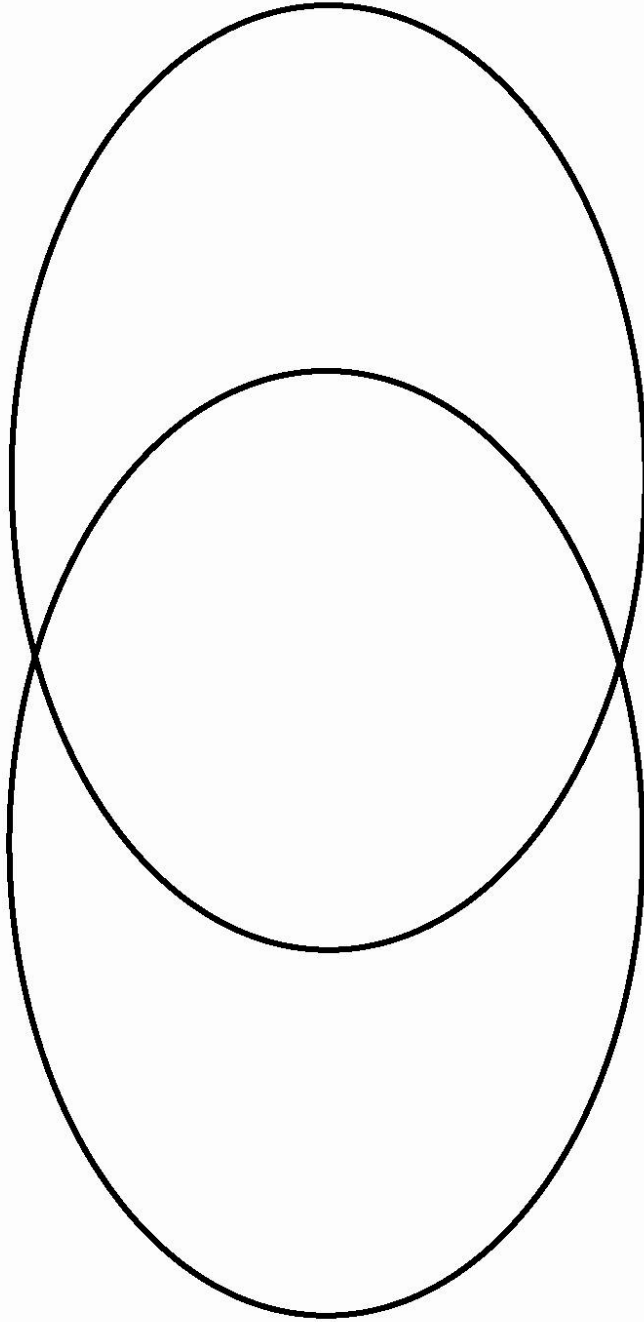
Do you see any "signs" that animals have been there?

- Feathers or bones?
- Tracks or footprints?
- Scat (poop?)
- Scratches or claw marks on trees?
- Partially eaten plants (leaves, nuts, pinecones) or other animals?
- Signs of nests or homes?

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Two Animal Comparison

Pick any two animals and compare and contrast them.



Common

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Math

Measuring (comparing and contrasting)

Animals come in all shapes and sizes. Some animals are so small, they can only be seen with a microscope. Other animals are so big that they are the size of a school bus when they are born!

Comparing and contrasting by size and weight Try to imagine how big or small the animal is compared to something you know.

If it is small, what are some other things about the same size? *How many pennies, paperclips, quarters, hands, shoes, etc.*)

If it is very big, how many “things” would equal it?

Use the size information of different types of painted turtles found on the next page for the following activities:

- Draw how big that turtle might be.
 - What tool will you use to measure: a ruler or a yard stick?
 - What shape will it be: round or oval?
- Which type of painted turtle is the smallest? Largest?
- Put a dot for each type of turtle for the smallest and largest size found.
 - Connect the four turtles (two lines—smallest and largest).
 - What do you notice about the sizes?

7.5				
7.0				
6.5				
6.0				
5.5				
5.0				
4.5				
4.0				
3.5				
3.0				
	eastern	midland	southern	western

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The following information was taken from http://en.wikipedia.org/wiki/Painted_Turtle on August 20, 2007

Eastern Painted Turtle

- 4 1/2" - 6"
- Scutes of carapace in straight rows
- Front edges of large scutes form bands across carapace
- Two bright yellow spots on each side of the head
- Plain yellow plastron may have one or two small dark spots.
- Range: *Nova Scotia to Georgia. Intergrading with Midland in much of the Northeast*

Midland Painted Turtle

- 4 1/2" - 5 1/2"
- Large, alternating scutes and oval plastral blotch that varies in size from turtle to turtle
- Range: *Southern Quebec and Southern Ontario to Tennessee. Northwest Georgia and extreme Northeastern Alabama*

Southern Painted Turtle

- 4" - 5"
- Broad orange or red stripe on back, occasionally yellow stripe
- Plain yellow plastron which may have one or two tiny black spots
- Range: *Southern Illinois to the Gulf of Mexico. Southwest Alabama to Southeastern Oklahoma. Isolated colony in central Texas*

Western Painted Turtle

- 3 1/2" - 7"
- Netlike pattern on carapace
- Dark, branched pattern on plastron
- Range: *Southwestern Ontario and Southern Missouri to the Pacific Northwest* ^[5]

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Geography

Using the information found on the previous page, color the areas where you would find the four different types of painted turtles.



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Character

Do you think Tudley was a good friend to the other animals?

What were some of the things that he did to help them?

How did the other animals help Tudley when he needed help?

What did Tudley learn about himself?

Was Tudley afraid to try new things?

Did he listen to the other turtles when they said he couldn't do something?

Did he believe in himself?

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