The Chatterbox Turtle

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Reading the story

Introducing the story

- Read the title and ask the children what “Chatterbox” means. Say: *Turtle tried not to talk all the time but it was very hard for him. Let’s see what happens.*
- Discuss the illustrations. Ask the children: *Why is it dangerous for Turtle to talk while he’s in the air?*

During reading

- Praise individual children as they read. Prompt them to think about the story as they sound out unfamiliar words.
- Draw attention to question and exclamation marks, and ask children to re-read to achieve richer expressiveness.
- On page 15, break “remembered” into syllables if necessary. (re/mem/bered).

Observing

Check that the children:

- use a range of strategies to work out new words
- expect reading to make sense and check if it does not
- read on sight high frequency words.

Group and independent reading activities

**Genre** fantasy/traditional story/from another culture

**Objective** To notice the difference between spoken and written forms through re-telling known stories.

**You will need** the following sentence strips:

- Turtle talked to animals at the muddy pool.
- The geese said they live far away.
- Turtle wanted to go to the beautiful lake.
- Up flew the geese with Turtle holding the stick.
- Snake teased Turtle and he opened his mouth.
- Down fell Turtle, but he was all right.

- Put the strips in random order and ask each child to read one of the sentences. Discuss with the group how to place the strips in the correct sequence.
- Re-read the strips to make a complete story.
Observing Are the children able to recall the story sequence? Do they re-read and refer to the text when necessary?

Objective To add question marks to questions.

- Write the following sentences on the whiteboard:
  
  Turtle will fall if he talks.
  “You are going to the lake, Turtle.”
  He was all right.
  “You can’t stop talking.”

- Re-read the questions on pages 4 and 7, noting the question marks.

- Ask the children to read the statements on the whiteboard. Show them how to reword the first to make a question, and add punctuation. (“Will Turtle fall if he talks?”)

- Scribe with the children, changing the statements into questions, and asking them to add the punctuation. Read the new questions together.

Observing Do the children understand how to change the wording to construct questions?

Objective To investigate and learn spellings of verbs with “ed” (past tense), “ing” (present tense) endings.

- Ask children to locate verbs ending in “–ed” in the text, and list them on the whiteboard.
  (lived, loved, asked, looked, waved, shouted, wanted, remembered, laughed, rushed, grinned)

- Ask the children to remove “–ed” and add “-ing” to each word. Ask them to write the words on paper or a whiteboard. In pairs, let them take turns to read each other’s lists.

Observing Do the children remember to remove “–ed” each time, and re-read what they have written?

Speaking and listening activities

Objective To interpret a text by reading aloud with some variety in pace and emphasis.

- Tell the children that they are going to read the story as though it was a play. Select children to take the part of Turtle, geese, parrots, monkeys, Snake and narrator.

- Remind them that speech marks show the words the characters say. Experiment with suitable voices for the different animals.

- Perform the story with animal masks for the rest of the class.

Cross-curricular link

Creative development: exploring colour, texture and shape by making animal masks; use in role play

Writing

Objectives Through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; To write about significant incidents from known stories; To spell common irregular words.

- Ask the children to talk about their favourite part of the story and draw it. While they are drawing, discuss with each child two or three sentences they are going to write underneath.

- Remind the children to re-read their work and to keep track of the story. Praise lively language and independent attempts to spell unknown words.

- Allow time for each child to read his or her story to others in the group.