



The Adventures of Gary & Harry: A Tale of Two Turtles

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Essential Question: How can we protect the environment?

BOOK SNAPSHOT

Selected from the Division of Early Learning Preschool Booklist



Text Type: Literary



Genre: Fiction



Themes: Friendship, Wildlife Protection



Social & Emotional Development:
III.D.4.a - Uses words to communicate personal characteristics, preferences, thoughts and feelings



SKILLS ALIGNED WITH FLORIDA EARLY LEARNING AND DEVELOPMENT STANDARDS

Alphabet Knowledge

IV.F.3: Shows alphabetic and print knowledge

Phonological Awareness

IV.F.2.b: Combines words to make a compound word

Vocabulary

IV.C.1.a: Demonstrates understanding of age-appropriate vocabulary

Comprehension

IV.F.4.b: Asks and answers appropriate questions about the story

BUILDING BACKGROUND

Use the following prompts to introduce *The Adventures of Gary & Harry: A Tale of Two Turtles*:

- The main characters are two turtles: a Pacific green sea turtle and a Pacific hawksbill turtle.
 - What do you know about turtles?
- These turtles are **endangered**. When an animal is **endangered**, there are only a few of them left in the world.

As you read, discuss how human activities contribute to the endangerment of these turtles.



PREPARE FOR A READ ALOUD

A book should be read more than once for a child to understand the concepts and themes of the story. Multiple interactive read alouds encourage the development of oral language skills, vocabulary, knowledge and understanding, and print-based skills.

How to Prepare for a Read Aloud:

- Read the book in advance.
- Identify any words or ideas that might need additional clarification.
- Plan how to introduce the book to children.
- Write down questions you will ask during reading.
- Have fun!

IV.F.3: Shows alphabetic and print knowledge

Use the following activities to strengthen children’s alphabet knowledge.

- **Alphabet knowledge** is the understanding of names, shapes, and sounds of the alphabet.

Letter-name knowledge

- On the front cover, point to the uppercase *T* in *Tale*. Say the letter name, and ask the children to repeat it.
- On page 1, point to the lowercase *t* in the word *turtle*. Say the letter name, and ask the children to repeat it.

Letter-sound knowledge

- Demonstrate the /t/ sound the letter *t* makes. Ask the children to repeat it.
 - Be careful not to add extra sounds to /t/. For example, you want to say /t/ and not /tuh/.

Letter hunt

- Ask children to identify objects around the room that begin with the /t/ sound.
 - For example: *table, tissues, tape*

PHONOLOGICAL AWARENESS – COMBINE WORDS TO MAKE COMPOUND WORDS**IV.F.2: Shows age-appropriate phonological awareness**

- **Benchmark b:** Combines words to make a compound word

Engage children in combining words to make compound words.

Say:

- “Watch as I say two words and put them together to say a compound word.”
- “The first word is *sea*.” (Hold your right fist out as you say *sea*.)
- “The second word is *shell*.” (With your right fist still in the air, hold your left fist out as you say *shell*.)
- “I will put the words together to say a compound word: *sea - shell, seashell*. (Touch your fists together as you say the whole word.)

Using the following examples from the book, continue to practice combining words to make compound words:

carefree (p. 3)

underwater (p. 6)

seaweed (p. 11)

jellyfish (p. 12)

TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It's important to provide background information and learning opportunities to help students make connections to the words. Examples of Tier 2 vocabulary words for this text are:



carefree (p. 3): **Carefree** describes something or someone without any problems or worries. Gary and Harry loved their **carefree** life in the sea.



search (p. 8): If you **search** for something, you look for it very carefully. Gary and Harry like to **search** for long-lost treasures in the sea.



deciding (p. 11): When someone **decides** to do something, they choose to do it after thinking about it carefully. Gary and Harry always have a hard time **deciding** what to have for lunch.



terrified (p. 16): **Terrified** describes something or someone that is very scared. Harry responds with a **terrified** sound after swallowing a plastic bag.

IV.C.1: Shows an understanding of words and their meanings (receptive)

- **Benchmark a:** Demonstrates understanding of age-appropriate vocabulary

Vocabulary Extension Activity

(IV.C.2) Guide children to act out the Tier 2 words. For example:

- Say:
 - "What does a **terrified** face look like? Why might someone have a **terrified** look on their face?"

READ FOR MEANING – DEMONSTRATE COMPREHENSION OF BOOKS READ ALOUD

IV.F.4: Demonstrates comprehension of books read aloud

- **Benchmark b:** Asks and answers appropriate questions about the story

VI.E.1: Demonstrates awareness of relationship to people, objects and living/nonliving things in their environment

- **Benchmark c:** Identifies examples of organized efforts to protect the environment

IV.G.1: Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition



FIRST READ: Build children's enjoyment of the story, and strengthen print awareness.

BEFORE:

Introduce *The Adventures of Gary & Harry: A Tale of Two Turtles*.

- Display the front cover, and read the title.
- Read the name of the author and illustrator. Ask volunteers to tell what the author and illustrator do.
- Locate the title page.
- Lead the children in a picture walk. A picture walk is a time to preview the illustrations and guide the children in making predictions about the story.

DURING:

Use illustrations to help children clarify their understanding of the story. For example, read page 4.

- Say:
 - "Herman is the grumpy, old hermit crab. In this illustration, this character" (point to the hermit crab) "is the only one that looks grumpy. That must be Herman!"



SECOND READ: Strengthen children’s understanding of the story, and discuss the relationship between humans and living things in the environment.

BEFORE:

Use the following prompts to discuss the environment and people’s role in protecting it:

- The **environment** includes everything around us—air, sea, land, plants, and animals.
- When you **protect** something, you keep it from getting hurt or damaged.
 - Why is it important to protect the environment?

Florida Early Learning and Developmental Standards Connection

VI.E.1: Environment

Children can discuss basic conservation strategies and examples of organized efforts to protect the environment.

DURING:

(Read pages 1 – 10.)

- Gary and Harry live in the _____. How do they feel about living in the sea?
- What do Gary and Harry enjoy about living in the sea?

(Read pages 11 – 18.)

- Gary wants a fresh seaweed salad for lunch. What does Harry want?
- Harry mistakes a plastic bag for a large jellyfish. How does Harry react to eating a plastic bag?
- How do you think the plastic bag got into the sea?

(Read pages 19 – 26.)

- Harry can’t get the bag out of his throat until Gary comes to help. What might have happened if Gary wasn’t there?
 - How can we keep plastic bags from ending up in the sea?
- Harry is still hungry and sees a jellyfish but decides not to eat it. Why?
 - Do you think Harry will ever eat jellyfish again?

AFTER:

Use the following prompts to discuss the essential question: *How can we protect the environment?*

- Gary’s and Harry’s lives changed because human trash came into their home in the sea.
 - How can we keep trash from ending up in the sea?
- What else can we do to protect the environment?

Reading/Writing Connection

Children will draw pictures illustrating how they can protect the environment.

- Ask each child to explain their picture to a partner.