Content Literacy

Lessons and Texts for Comprehension Across the Curriculum

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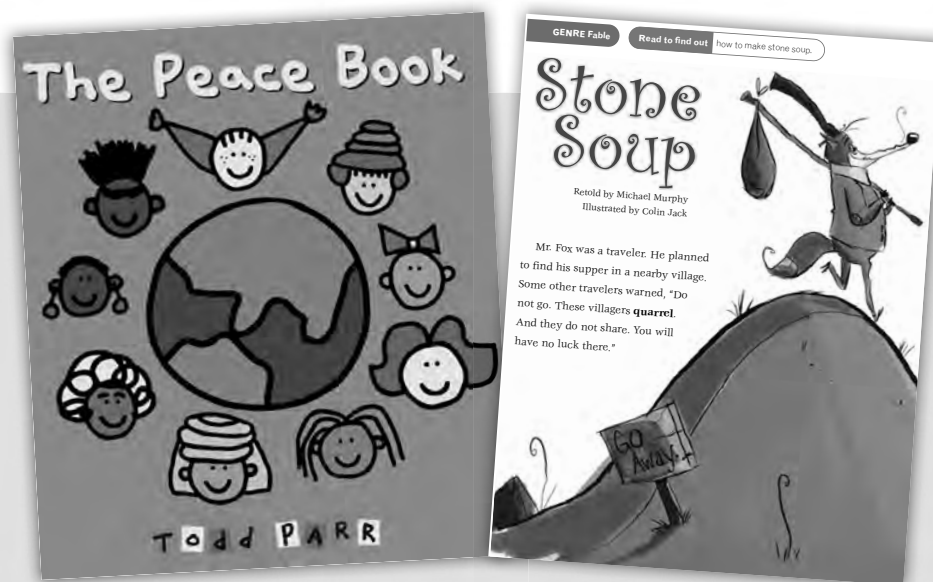
LESSON	TEXT	ALTERNATIVE TEXTS
1. Distinguish Nonfiction from Fiction: Note the characteristics of genre	"Stone Soup," pages 10–19 "Community Gardens Make a Difference," pages 20–23, from *Make a Difference* (National Geographic Ladders series)	When launching a lesson that teaches young kids to distinguish between fiction and nonfiction, choose text that • includes both fiction selections and nonfiction selections for comparison • features classic characteristics of each genre, i.e., nonfiction selections that are rife with text and visual features, such as photographs, charts, graphs, labels, etc., and fiction text that tells a story with text and matching illustrations
2. Explain a Process: Arrange information in a sequence	*Plants Eat Insects* by Elaine Pascoe, a How & Why book (Creative Teaching Press, Inc., 2000)	This lesson requires kids to merge their thinking with new information, summarize the steps in a process, and organize the steps in time order. An effective text should • include clear explanations of how a scientific process or sequence of events works • be short and concise enough for kids to summarize in their own words • be illustrated with clear photographs or illustrations that complement the text and make it accessible to emergent readers
3. Collaborate on Focus Questions: Explain concepts in words and diagrams	*Plants Eat Insects* by Elaine Pascoe, a How & Why book (Creative Teaching Press, Inc., 2000)	This lesson guides kids to ask focus questions—questions that require an explanation to answer rather than simply one word or yes/no responses—so appropriate text should • deal with a topic complex enough to require explanation • stimulate kids' curiosity and questions
4. Interpret Text and Pictures: Engage in a written conversation	"Going to School in India" by Heather Anderson (Heinemann, 2016)	When launching a lesson teaching kids to engage in a written conversation, find short texts • about compelling topics that evoke reactions • with visuals that prompt inferences and questions • that have clear photos and pictures that kids can read and respond to easily
5. Explore Important Concepts: Draw and write about big ideas	*The Peace Book* by Todd Parr (Little, Brown and Company, 2004)	Any texts that bring up issues and big ideas work with this lesson. For young children, look especially for engaging picture books that • illustrate abstract ideas in concrete, recognizable ways • can be understood through illustrations as well as text • are about ideas kids can think about and relate to
6. Read to Answer a Question: Record notes and thinking	"Saving Sea Turtles" by Heather Anderson (Heinemann, 2016)	A text on any topic about which we can pose important questions works for this lesson. The ideal text should • be clearly organized with headings that break up the content and allow kids to navigate easily • contain photographs that complement the text and allow more emergent readers to access the information • (optional) have navigation features like a table of contents, index, or chapter titles that help locate information.
7. Synthesize Information: Create a mind map	"Saving Sea Turtles" by Heather Anderson (Heinemann, 2016)	When launching mind maps, use a text and topic • kids have worked with before and are curious about • with text features that make the information easy to navigate • with photographs that complement the text and allow even emergent readers access to the information
8. Discover Why: Create cause-and-effect books	*What Do You Do When Something Wants to Eat You?* by Steve Jenkins (Houghton Mifflin Harcourt, 1997)	When launching a lesson that teaches kids to think about cause and effect, choose text that • has obvious causes and effects • engages kids with compelling images and interesting content
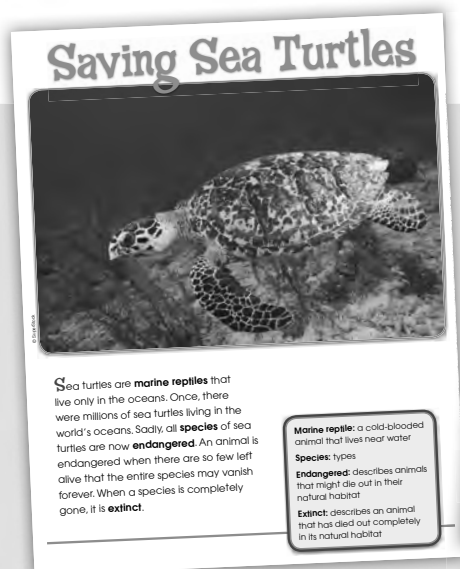
LESSON	TEXT	ALTERNATIVE TEXTS
9. Compare and Contrast: Investigate differences and similarities	*Frog or Toad? How Do You Know?* by Melissa Stewart (Enslow Publishers, Inc., 2011)	When launching a lesson that teaches kids to recognize differences and similarities, find text that • engages kids with interesting photos and information • compares and contrasts two or more things or ideas • highlights visual similarities and differences with clear illustrations
10. Infer Similar Themes: Annotate biographies	"Amelia Earhart: Courageous and Ahead of Her Time" by Heather Anderson (Heinemann, 2016) "Brave Bessie Coleman," "Sally Ride," "Tammy Duckworth" by Heather Anderson (Heinemann, 2016)	When launching a lesson that teaches kids to infer themes in biographies and then recognize and compare similar themes across different texts, look for texts that • have similar themes and/or feature similar content • engage kids with interesting facts as well as important information about the person in the biography
11. Analyze Biography: Determine how people think, study, and make a difference	*Snowflake Bentley* by Jacqueline Briggs Martin (Houghton Mifflin Harcourt, 1998)	This lesson explores important concepts related to what it takes to be successful in any field, particularly in a content area kids are studying or about to study. Suitable for this lesson is a biography • about a person who has made or is making significant contributions • that provides background for an area of study or practic
12. Infer to Get the Message: Delve into the meaning of language	*Martin's Big Words: The Life of Dr. Martin Luther King, Jr.* by Doreen Rappaport (Disney Book Group, 2007)	Any text that lends itself to readers inferring from and elaborating on the meaning of language works for this lesson. Particularly effective are • poems • books with salient quotes • narratives that encourage the reader to delve deeper into the words and stories of others

Read to Answer a

Text Matters

A text on any topic about which we can pose important questions works for this lesson. The ideal text should

- be clearly organized with headings that break up the content and allow kids to navigate easily

- contain photographs that complement the text and allow more emergent readers to access the information

We can also use books with a table of contents, an index, chapter or section headings, and lots of visual features that make the text engaging and accessible.

Resources&Materials

Lesson Text

"Saving Sea Turtles" by Heather Anderson. (two versions, 2016) [See the back of this book or downloadable resources.]

Classroom Supplies

- Document camera or other means of projecting the lesson text
- Anchor Chart with two columns labeled *Important Information* and *Thinking*

Student Supplies

- A copy of "Saving Sea Turtles"
- A copy of the *Important Information*/Thinking Thinksheet [See the back of this book or the downloadable resources.]
- Post-its
- Marker, pen, or pencil

Record notes and thinking

Question

Goals& Assessment

We want students to:

■ read to record facts and thinking about an important question.

■ take notes in their own words.

■ summarize information and think about it.

How *gradual release of responsibility*

Connect & Engage

■ Introduce the topic and define key terms.

Model & Guide

■ Establish an important question to investigate.

■ Model how to paraphrase and record important information and thinking on Post-its.

■ Display Post-its in the appropriate *Important Information* or *Thinking* column on a chart.

■ Read aloud and ask kids to write important information and their thinking on Post-its.

Collaborate or Practice Independently

■ Prepare kids to go off and read on their own or with a partner.

■ Confer with kids to help them clarify their thinking.

Share the Learning

■ Invite kids to share their Post-its.

Why&What

In this lesson we introduce a simple note-taking format to help kids learn new information and make it their own. Then they actively use the information to create mind maps and posters in subsequent lessons. When kids take information, express it in original ways, and take it public, they become teachers as well as learners.

The *Important Information/Thinking* note-taking approach works with any social studies or science question. Science is a no-brainer for introducing kids to complex concepts (such as adaptation and life cycles) as well as critical issues (such as endangered animals and air pollution).

Related lesson: The notes from this lesson are used in the next lesson.

Frame **6**

Use this Lesson Frame with any text to help kids learn by reading for a purpose, taking notes, and recording their thinking.

Read to Answer a Question

Record notes and thinking

TEACHING MOVES	TEACHING LANGUAGE
	Connect & Engage
Introduce the topic and define key terms.	■ Today we'll be reading an article called "_____" and talking about _____.
	■ We can see right up here that there is a definition of the word _____.
	■ What do think you already know about _____? Turn and talk.
	Model & Guide
Establish an important question to investigate.	■ We can ask an important question as we read today: _____? I'll post it here on the wall so we can keep it in mind as we read and talk.
Model how to paraphrase and record important information and thinking on Post-its.	■ On my Post-it, I'll write _____ and draw a sketch.
	■ That's a great question, _____. Let's jot it down on a Post-it.
Display Post-its in the appropriate *Important Information* or *Thinking* column on a chart.	■ We'll put _____'s Post-it in the *Thinking* column of our chart because her question is her thinking. I'll put my Post-it in the *Important Information* column because it tells what I learned from the text.
	■ Now we are going to read the next section of the article together, and it's your turn to write down the facts and your thinking on Post-its. But before we continue, what did you see me doing as I read and stopped to think?
Read aloud and ask kids to write important information and their thinking on Post-its.	■ Now I'm going to read this section called "_____." Go ahead and write or draw what's important and your thinking on Post-its.

TEACHING LANGUAGE	TEACHING MOVES

Collaborate or Practice Independently

- You can continue reading and taking notes on your own or with a partner. There are a few more sections in this part of the article. Let's read to see what we can find out.

Prepare kids to go off and read on their own or with a partner.

- _____, I just noticed your notes about _____. Tell me more about that.

Confer with kids to help them clarify their thinking.

- Explain what you wrote in the *Important Information* column here.

- Such a thoughtful set of notes! What will you do next?

- I'll be interested in seeing what else you write and draw.

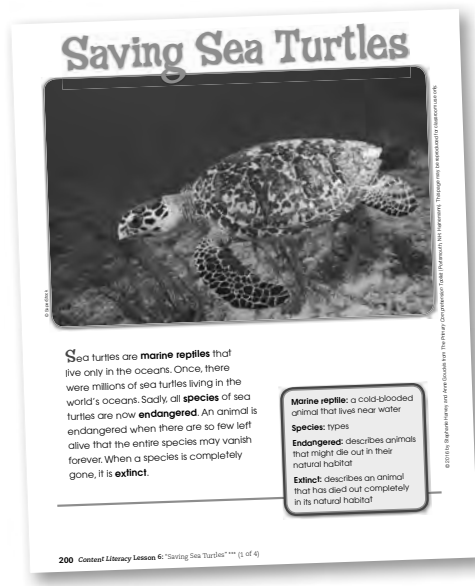## Share the Learning

- So, let's get together and talk about what we learned. Who wants to share something they wrote on their Post-its?

Invite kids to share their Post-its.

Reflect & Assess

Did your students:

- read to record facts and thinking about an important question?
- take notes in their own words?
- summarize information and think about it?

Lesson Text

There are two versions of "Saving Sea Turtles"(easier and harder), an article about endangered sea turtles that builds kids' curiosity about why these animals are endangered. We model and guide with whichever one is most accessible to most of our kids, and when kids go off to work independently, they can use whichever version is most appropriate. Photographs are full of information and engaging so that emergent readers learn from them. Sections of each article have clear headings, which support kids in taking notes and writing the facts they learn in their own words. Each brief, labeled section explains a different reason why sea turtles are endangered or what people are doing to protect them. This clear organization is another aid to good note taking.

Sea turtles are **marine reptiles** that live only in the oceans. Once, there were millions of sea turtles living in the world's oceans. Sadly, all **species** of sea turtles are now **endangered**. An animal is endangered when there are so few left alive that the entire species may vanish forever. When a species is completely gone, it is **extinct**.

Marine reptile: a cold-blooded animal that lives near water

Species: types

Endangered: describes animals that might die out in their natural habitat

Extinct: describes an animal that has died out completely in its natural habitat

200 Content Literacy Lesson 6: "Saving Sea Turtles" *** (1 of 4)

TEACHING MOVES   **TEACHING LANGUAGE**

Connect & Engage

Introduce the topic and define key terms.

Today we'll be reading an article called "Saving Sea Turtles" and talking about a big idea that is very important when we study and learn about animals. *[I project the first page of the article.]* Sea turtles are endangered. We can see right up here on the article *[I point out the glossary box]* that there is a definition of the word *endangered*. It means that an animal could die out. What do think you already know about endangered animals? Turn and talk. *[Kids turn and talk and then share their background knowledge.]*

> **Gina:** I think they are disappearing. There are not many left. Maybe they don't have enough food.

> **Cooper:** Like elephants are endangered. Lots of people are hunting them for their tusks and so there aren't many left.

Yes, hunting animals and the lack of food in an animal's habitat are both good reasons why animals become endangered.

> **Joshua:** I visited Yellowstone, and wolves there used to be endangered. There were too many people living around there and they didn't like the wolves living there and the wolves died out. Now they are back.

So interesting! So when an animal, like the wolf, is endangered, it isn't gone forever. It can come back. But when an animal is gone forever, we say the animal is extinct. *[I again point out the glossary box in the article and read the definition aloud.]*

Model & Guide

Today we'll investigate the sea turtle, one animal that is endangered according to our article, "Saving Sea Turtles." *[I make sure kids have a copy of the article and read the beginning to the point where it claims that sea turtles are endangered.]* Turn and talk. What do you know about sea turtles and why they are endangered? *[Kids turn and talk and we share out their background knowledge and ideas.]*

We can ask an important question as we read today: *Why are sea turtles endangered?* I'll post it here on the wall so we can keep it in mind as we read and talk. *[I post this question where all can see it, and we practice reading it together.]*

When we read to investigate a question like *Why are sea turtles endangered?*, we are reading to get accurate information. We really want to know what is happening to sea turtles that causes them to be endangered and why it's happening. We want to read and record the information, or facts, in our own words to answer our question. And we want to be sure to think about the information, so we can record our thinking, too. We'll be recording new information that we learn and our thinking on Post-its.

First, I'm going to ask you to notice what I do as I read. In a few minutes, I'll ask you to share out what you noticed me doing. Let's see, which part of the article should we read first? Go ahead and look at the article and the photos. *[Kids do this.]*

Tim: Let's read "Fishing Gear." I wonder what that has to do with sea turtles.

OK. I'll read the first part here, and then we'll read that section you suggest, Tim.

[I read the second page: "Most people love animals, but a lot of things we do as humans are not good for other species. There are a few reasons why sea turtles are in trouble."]

I learned that there are some reasons why turtles are in trouble, and it has to do with what we do as humans. Hmm, it sounds like the article will tell us about some of the reasons. I think that people are a big problem for these animals, and I think the article will tell us why. I'll keep going.

[I read the "Fishing Gear" section.] Whoa, I never knew turtles get stuck in fishing nets and can't get to the surface to breathe. That's what the article means by "This is the biggest threat to sea turtles." It is saying this is the biggest danger for sea turtles.

This is important information. On my Post-it, I'll write *Turtles get stuck in fishing nets* and draw a sketch of a turtle stuck in a net. Notice that I used just a few of my own words to tell about this idea. *[While I prepare my Post-it, I get kids talking.]*

Turn and talk. What are you thinking and learning?

Jerome: Look at that photo! This turtle died in one of those nets!

Brenda: That's terrible! Couldn't they use another kind of net?

Establish an important question to investigate.

Model how to paraphrase and record important information and thinking on Post-its.

That's a great question, Brenda. Let's jot it down on a Post-it. It's a sad photo, but it really shows, as Jerome says, what actually happens to turtles that get stuck in the nets.

We'll put Brenda's Post-it in the *Thinking* column of our chart because her question is her thinking. I'll put my Post-it in the *Important Information* column because it tells what I learned from the text.

Delia: I wonder if other animals get stuck in the fishing nets. Are they endangered, too? That sounds like a big danger in the ocean.

Good point. The article didn't really say that this makes sea turtles endangered, but it did say that each year many turtles get caught in fishing nets and die. This is probably one reason why they are endangered: because so many are dying in the nets. Jot down your question on a Post-it, Delia, and I'll put it in the *Thinking* column.

Jason: This is bad. What can we do about this?

Interesting question, Jason. Let's keep reading, and maybe the article will address your question. In the meantime, jot that important question on a Post-it, and we'll put it in the *Thinking* column. That's where we can put our questions as we read. *[I make sure both Delia's and Jason's Post-its are in the* Thinking *column of our Anchor Chart and continue.]*

Now we are going to read the next section of the article together, but now it's your turn to write down the facts and your thinking on Post-its.
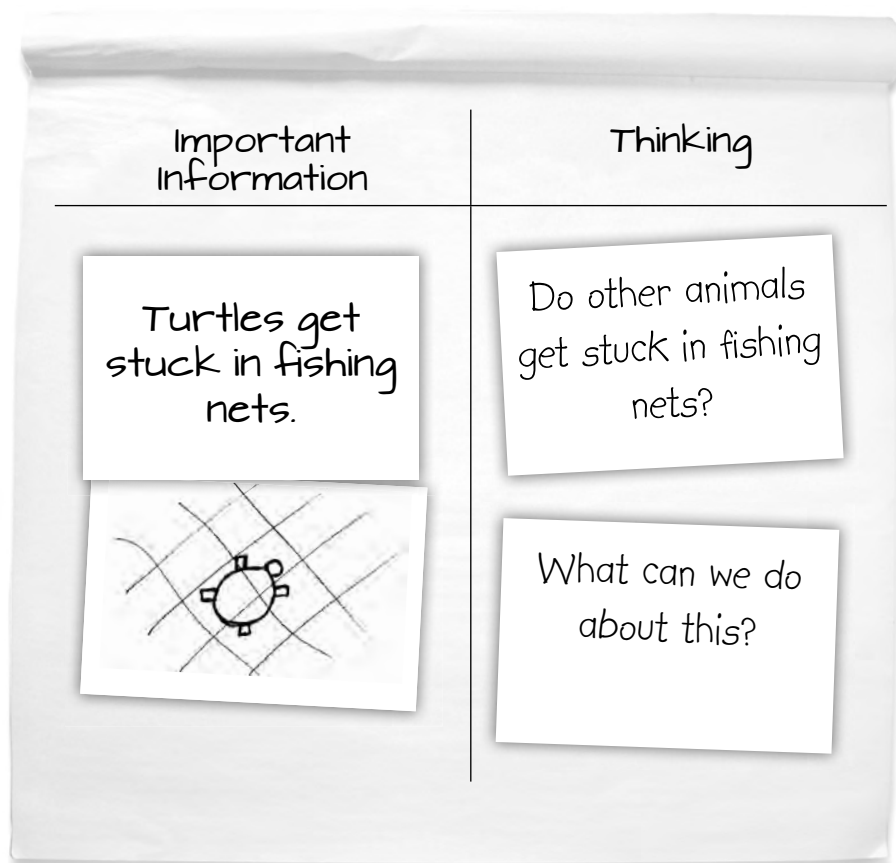
Before we continue, what did you see me doing as I read and stopped to think?

Javier: You wrote what you learned and drew a picture on a Post-it.

Yes, it is a good idea to both write and draw what you are learning. What else?

Malia: You put your Post-it under *Important Information* on the chart because that's what you learned.

Exactly. And then Delia and Jason had questions, and because our questions show our thinking, they wrote them on Post-its, and we put them under *Thinking*. Remember, as you read, your questions are the most important questions!

Important Information	Thinking
Turtles get stuck in fishing nets.	Do other animals get stuck in fishing nets?
	What can we do about this?

Now I'm going to read this section called "Illegal Hunting." Go ahead and write or draw what's important and your thinking on Post-its. *[I read the section on page 2.]*

Whoa, this section is about sea turtles being hunted, even though it says they are a protected species. Being a protected species means that they are protected from hunters or people who want to catch them because there are laws to keep sea turtles safe. So let's think about what is going on here. Turn and talk about something you think is important about this section.

> **Nadia:** I noticed the picture of someone holding sea turtle eggs. That's what it meant when it said that poachers get sea turtle eggs, maybe for food!

> **Kenny:** What are poachers?

Good question, who can help?

> **John-Paul:** They are people who hunt them but aren't supposed to hunt them. Like, I know that in Africa people sometimes kill animals that live in a wildlife park. It said what poachers are right here *[points to glossary]*, and it reminded me of what I know about African animals.

Exactly. Notice that John-Paul found out what poachers are from the glossary—that they are people who hunt animals even when it is against the law to hunt those animals. We learned that from this little box, which tells us what the word means. The box is called a *glossary*. And then John-Paul added some of his background knowledge about animals in Africa that are also killed by illegal hunters, or poachers. We can jot your background knowledge on a Post-it and put it in the *Thinking* column on your chart. Thanks, John-Paul!

Go ahead and write and draw some of the information you learned from this section and also your thinking and responses. Write the information and what you think about it on Post-its. Then we'll share out some of these. *[Kids draw, write, and share.]*

Collaborate or Practice Independently

Now you can continue reading and taking notes on your own or with a partner. *[Kids can read either the easier or the more challenging version of the article.]* There are a few more sections in this part of the article: one heading is "Pollution" and another is "Habitat Destruction." These tell more about what is endangering sea turtles. And the last page *[I hold up page 4]* talks about protecting sea turtles and keeping them safe, and it sounds like you are all really interested in that. Let's read to see what we can find out. I'll come around and confer with you as you work. I'm eager to see what you find out!

Malia, I just noticed your notes with the heading "Sea turtles in trouble." Tell me more about that.

> **Malia:** I had a question. I wondered, Why are sea turtles in trouble?

That's an interesting why to phrase your question. They are in trouble, aren't they? That's the message of this whole article. Explain what you wrote in the *Important Information* column here.

> **Malia**: I wrote about them getting caught in nets and not being able to breathe and also that poachers hunt them and sell their body parts.

Such a thoughtful set of notes! What will you do next?

> **Malia**: I'm going to write about pollution. I learned that chemicals get into the ocean and make the water bad. The turtles' food gets poisoned so they will die, and there won't be any sea turtles.

Yes, this word, *contaminated*, means that when people dump oil or other chemicals into the water, the water itself and the food the turtles eat contain the oil or other chemicals. This can kill them. It's like poisoning them, Malia. I'll be interested in seeing what else you write and draw. I hope you'll share your notes with the class during share time.

Share the Learning

Invite kids to share their Post-its.

So, let's get together and talk about what we learned. Who wants to share something they wrote on their Post-its? *[As I had asked, Malia shares her Post-its.]*

Thank you, Malia, and I see that you have put the information from the article in the *Important Information* column, too.

Anyone else? Jason, I remember you had a question about what we could do about this. What did you find out? *[We have a lively discussion about the end of the article and the ways people help save the turtles.]*

Reflect & Assess

I examine the kids' work with the following questions in mind: Have they

■ focused on the question—Why are sea turtles endangered?

■ tied their thinking about the different reasons back to the main question?

■ worked together in some fashion—discussing the information as they take notes?

■ sorted Post-its into important information and thinking?

The distinction between information and thinking may take a while for kids, particularly younger ones, to grasp. We know that younger children may still be making approximations, but we want them to begin to differentiate information in the text from their thinking and questions.
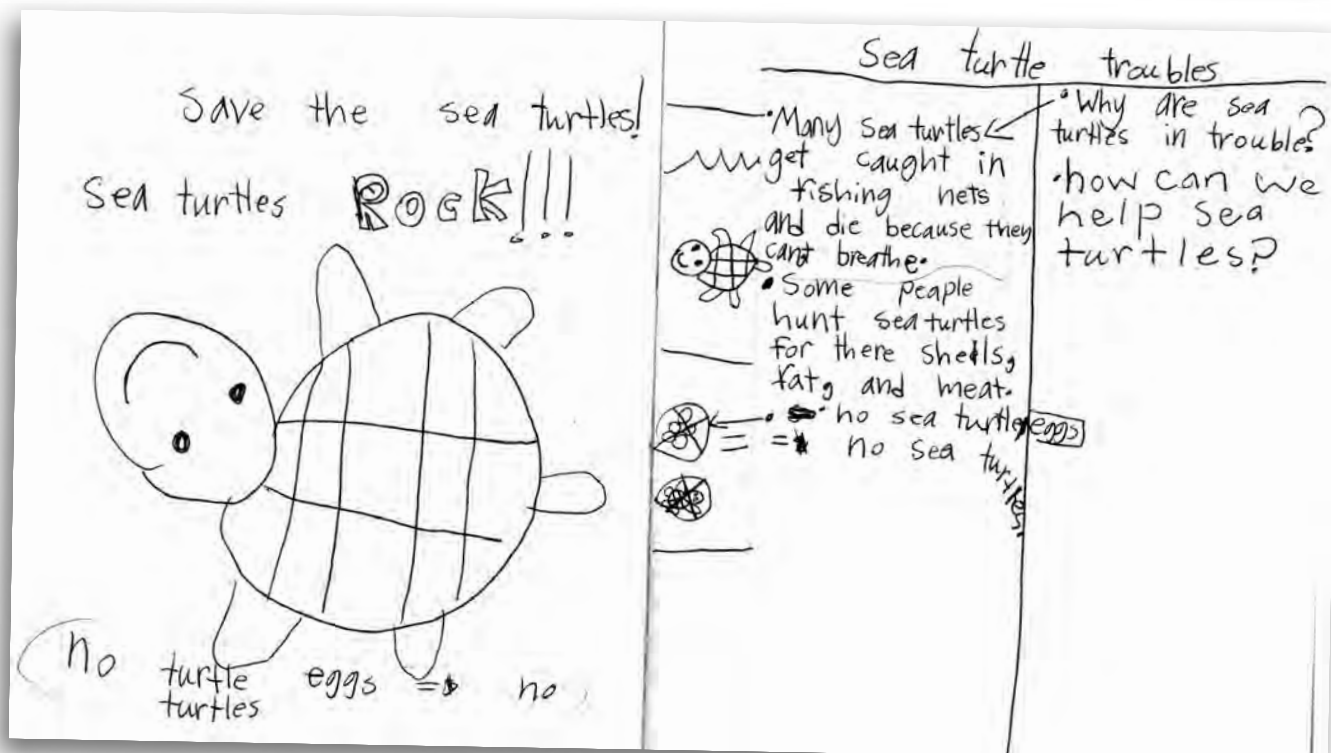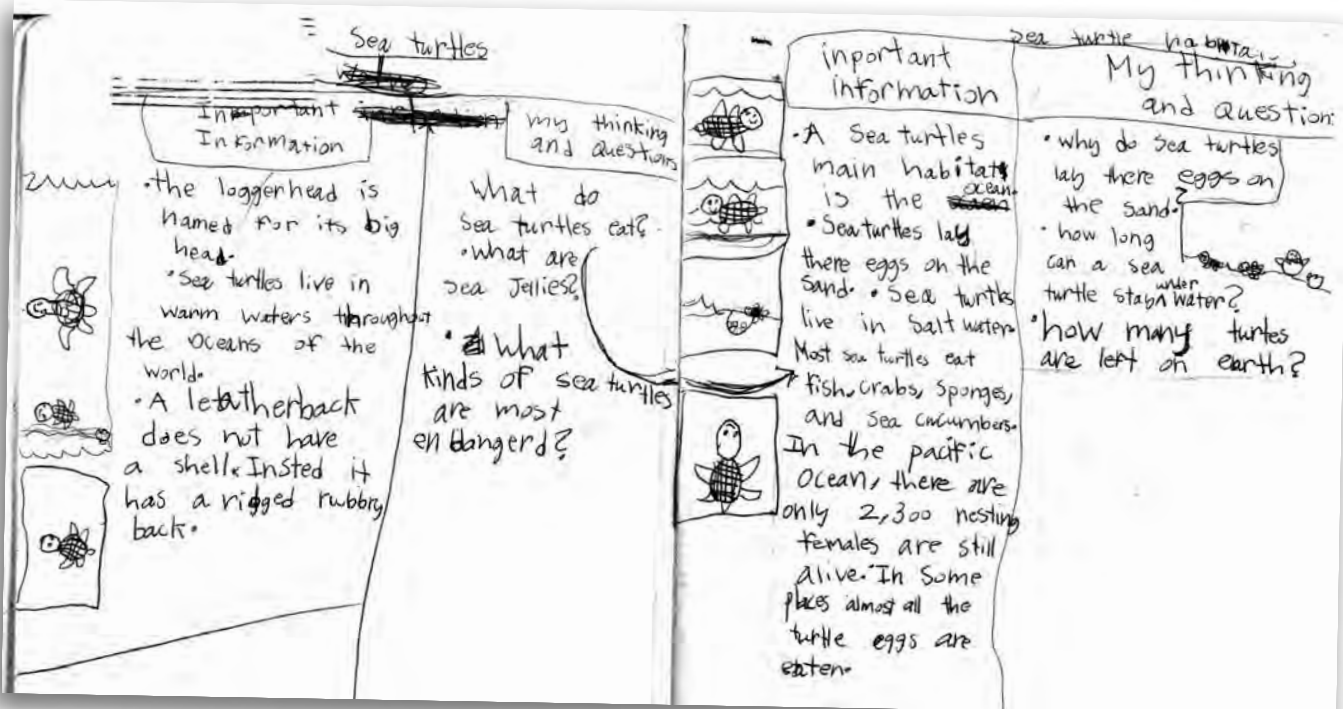
These second graders use their science notebooks to take notes. While Post-its work well as kids get started with this process, we want to move them into their journals to give real note taking a go.

Adapt & Differentiate

This lesson presents an opportunity to work with small groups who need assistance with note taking and then sorting their Post-its into *Information* and *Thinking* categories on two-column charts on Thinksheets or in notebooks.

Drawing is a great note-taking strategy. For example, a child who was new to the classroom and just beginning to learn English drew a sea turtle entangled in a net—a perfect example of note taking using drawing to explain a concept without words.

Another student drew sea turtle eggs. We want to encourage children's independence so that each child uses the most developmentally appropriate means to record information and his or her thinking.

Sea turtles

Important Information	My thinking and questions
• the loggerhead is named for its big head. • Sea turtles live in warm waters throughout the oceans of the world. • A leatherback does not have a shell. Insted it has a ridged rubbery back.	What do sea turtles eat? • what are sea Jellies? • what kinds of sea turtles are most endangerd?

Sea turtle habitats

important information	My thinking and question
• A Sea turtles main habitat is the ocean. • Sea turtles lay there eggs on the sand. • Sea turtles live in salt water. • Most sea turtles eat fish, crabs, sponges, and sea cucumbers. In the pacific Ocean, there are only 2,300 nesting females are still alive. In Some places almost all the turtle eggs are eaten.	• why do sea turtles lay there eggs on the sand? • how long can a sea turtle stay under water? • how many turtles are left on earth?

Save the sea turtles!
Sea turtles ROCK!!! ...

no turtle eggs = no turtles

Sea turtle troubles

 |
---|---
• Many sea turtles get caught in fishing nets and die because they cant breathe.
• Some peaple hunt sea turtles for there shells, fat, and meat.
• no sea turtle eggs = no sea turtles | • Why are sea turtles in trouble?
• how can we help sea turtles?

Second grader Annabelle's journal entries on sea turtles are extensive. While she forgets to label her columns in her science notebook, she takes thoughtful notes on the text in her own words. She begins with the question we asked, *Why are sea turtles in trouble?* in the *Thinking* column and proceeds to find and record information to answer that question. Her passion is clearly for helping to save the sea turtles, and we applaud kids who are interested in taking action. Annabelle's further notebook entry includes notes on her additional reading.
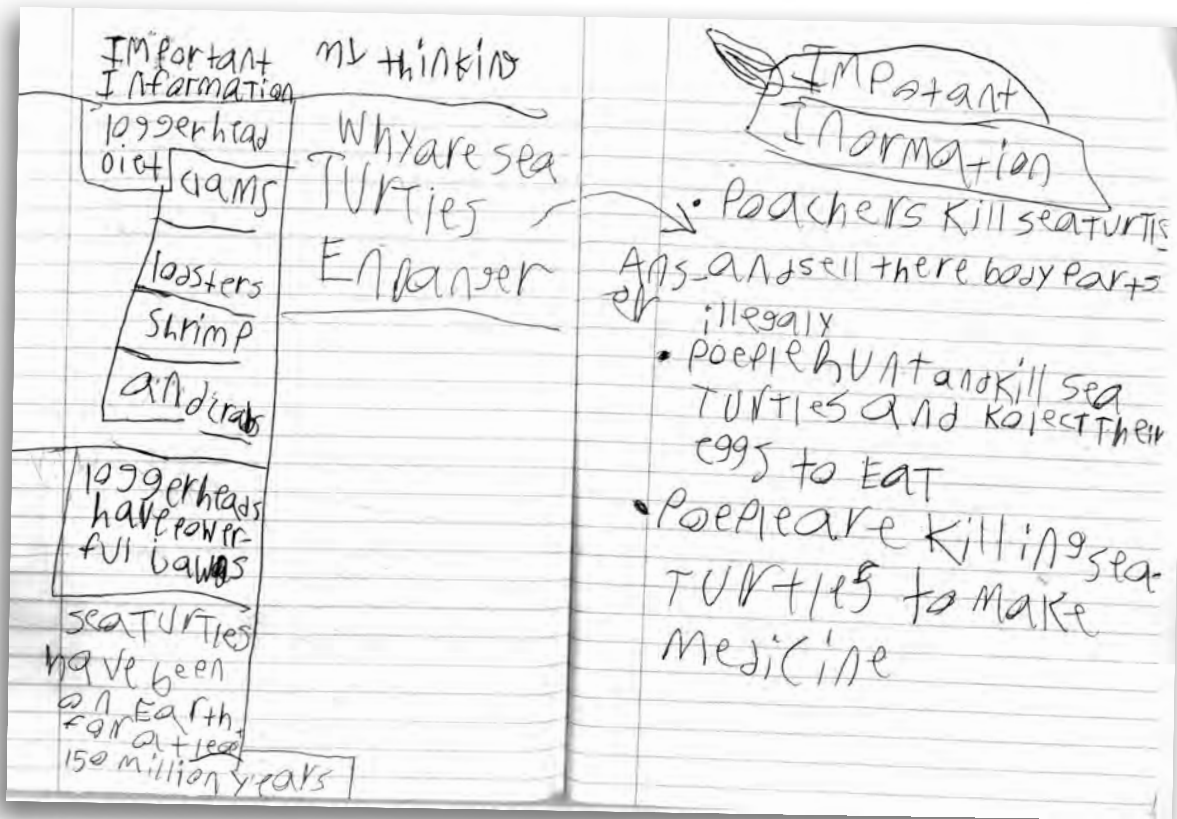
Joshua connects his thinking across columns as he tries taking notes in his science notebook. He summarizes the information he finds out, writing about poachers taking the sea turtle eggs and making medicine. When kids begin the note-taking process, we realize that this sophisticated form of jotting down information and thinking is an approximation, and so we focus more on the ideas and information rather than that every fact or thought is in the "correct" column.

Resources Table of Contents

KEY
   *   Most Accessible Text
  **   More Challenging Text
*** Most Challenging Text

Saving Sea Turtles

© SuperStock

Sea turtles are **marine reptiles** that live only in the oceans. Once, there were millions of sea turtles living in the world's oceans. Sadly, all **species** of sea turtles are now **endangered**. An animal is endangered when there are so few left alive that the entire species may vanish forever. When a species is completely gone, it is **extinct**.

Marine reptile: a cold-blooded animal that lives near water

Species: types

Endangered: describes animals that might die out in their natural habitat

Extinct: describes an animal that has died out completely in its natural habitat

Most people love animals, but a lot of things we do as humans are not good for other species. There are a few reasons why sea turtles are in trouble.

Fishing Gear

Sea turtles travel thousands of ocean miles during their lives. During this journey, many sea turtles get stuck in fishing nets or hooks that are set for other fish. They cannot swim to the surface to breathe and therefore drown. This is a big threat to sea turtles.

© Volga2012/iStockphoto/Getty Images

Illegal Hunting

Sea turtles are a protected species, but **poachers** still hunt and kill them illegally. Poachers kill sea turtles for their shells and meat. Their beautiful shells and skin are used to make jewelry, sunglasses, and souvenirs. Sea turtles are used to make medicine in some countries. Poachers also collect sea turtle eggs for souvenirs and food.

Poachers: people who hunt animals, even if it is against the law

Pollution

Sea turtles are harmed by pollution in the ocean. Oil and other chemicals spilled in the ocean or near the shore cause diseases that harm and kill sea turtles. Other sea turtles die after eating food contaminated by oil.

Habitat Destruction

Habitat destruction is the biggest reason that sea turtles are endangered. A species can only live in one type of **habitat**. When we take away or damage an animal's habitat, it can't just move somewhere else.

Sea turtle habitats are the world's oceans and beaches. They have been damaged by pollution. Many of the beaches where turtles lay their eggs have been taken over by restaurants, hotels, homes, and roads, too. This makes it difficult for females to get to shore and create nests safely. Eggs laid on shore are often crushed by cars and tourists on the beach. Also, sea turtles find a lot of their food in coral reefs, but this underwater habitat is vanishing.

Did You Know?

Sea turtle hatchlings and adults are guided to the ocean at night by natural light on the ocean horizon. Lights from buildings confuse sea turtles and lead them away from the water and toward roads and buildings. When sea turtles go the wrong direction, they often die.
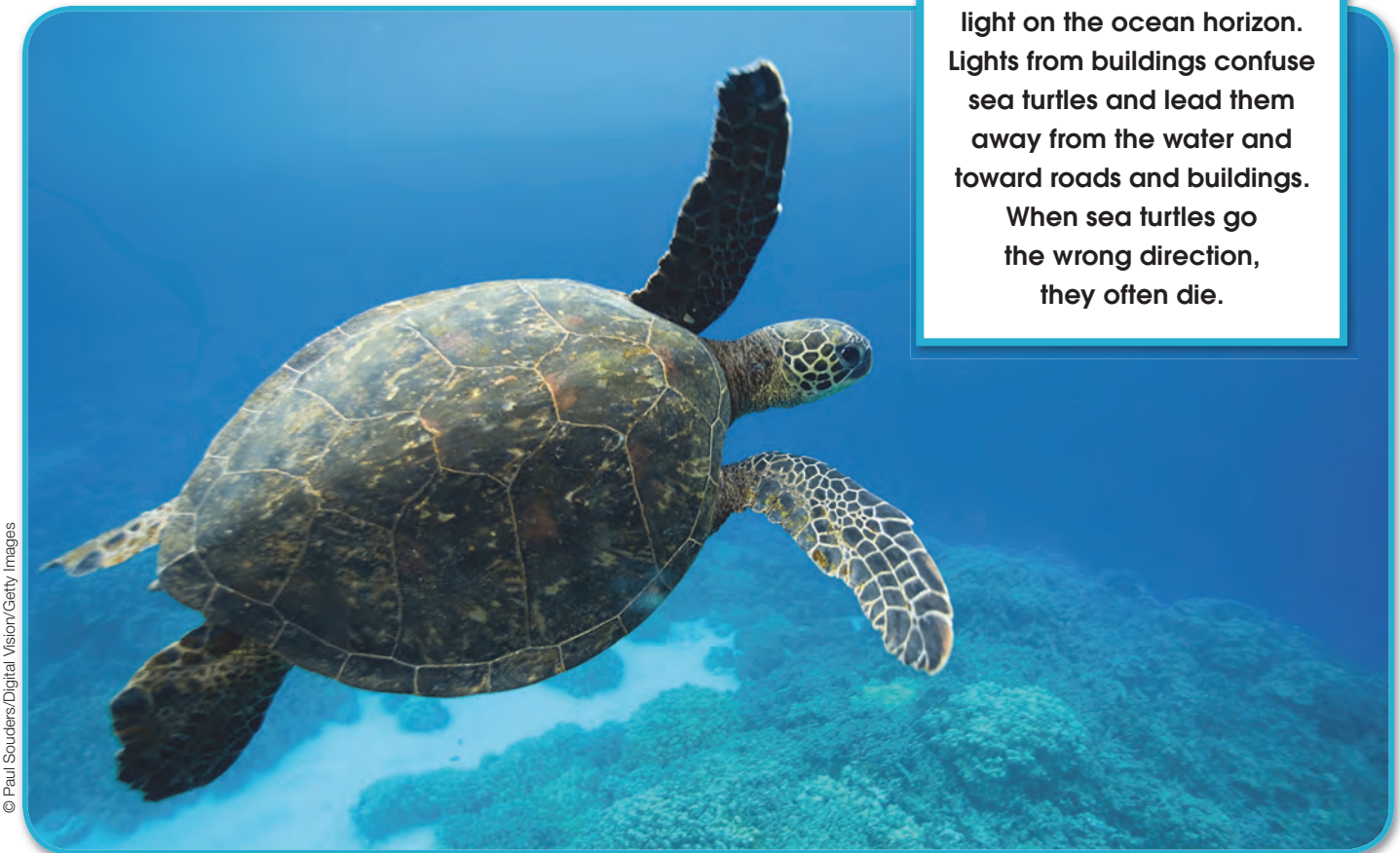
© Paul Souders/Digital Vision/Getty Images

Advocate: a person who speaks up or helps to solve a problem

Conservationists: people who work to protect a species

Protecting Sea Turtles

Sea turtles need as many **advocates** as they can get. Many people around the world are helping to save sea turtles and their habitats.

Safe Beaches

Sea turtles need clean, safe beaches to make nests and lay eggs. **Conservationists** dig up the eggs and move them to protected areas of beach. After the eggs hatch and the hatchings are large enough, they release them into the wild. Other people are cleaning litter and chemicals from the ocean beaches.

Safe from Fishing Gear and Poaching

Fishers are starting to use fishing hooks that do not harm sea turtles. Laws have also been passed to require fishers to use special nets that let sea turtles escape. These turtle-excluding devices, or TEDs, let sea turtles swim out of a net if they are caught accidently.

Others are working to educate people on the value of sea turtles. They hope to end the poaching of sea turtles and their eggs. Rangers also patrol beaches to stop illegal poaching.

Safe from Tourism

Hotels on beaches are teaching people how to keep sea turtles and their nests safe. There are laws in some places that require hotels to turn off lights during nesting seasons so sea turtles can return safely to the ocean.

Saving Sea Turtles

Sea turtles are **marine reptiles** that live only in the oceans. Sadly, all **species** of sea turtles are **endangered**.

Marine reptile: a cold-blooded animal that lives near water

Species: types

Endangered: describes animals that might die out in their natural habitat

Extinct: describes an animal that has died out completely in its natural habitat

Most people love animals, but a lot of things we do as humans are not good for other species. There are a few reasons why sea turtles are in trouble.

Fishing Gear

Many sea turtles get stuck in fishing nets or hooks that are set for other fish. They cannot swim to the surface to breathe and die.

Illegal Hunting

Poachers hunt and kill them illegally. They kill sea turtles for their shells and meat. Poachers collect sea turtle eggs, too.

Poachers: people who hunt animals, even if it is against the law

Pollution

Sea turtles are hurt by pollution. Oil and other chemicals in the ocean or near the beach kill sea turtles.

Habitat Destruction

Sea turtles live in the world's oceans and beaches. They have been damaged by pollution. People have built restaurants, hotels, homes, and roads on the beaches. This makes it hard for females to create nests safely. Eggs on shore are crushed by cars and tourists on the beach.

Habitat: the natural area in which an animal lives, feeds, or nests

Protecting Sea Turtles

Many people around the world help to save sea turtles and their habitats.

Safe Beaches

Sea turtles need clean, safe beaches to make nests and lay eggs. **Conservationists** dig up the eggs and move them to protected areas of beach. Then they release them into the wild. Others are cleaning the ocean beaches.

> **Conservationists:** people who work to protect a species

Safe from Fishing Gear and Poaching

Fishers are starting to use fishing hooks that do not harm sea turtles. Some people are teaching others about the value of sea turtles. They hope to stop the poaching of sea turtles and their eggs.

Safe from Tourism

Hotels on beaches are teaching people how to keep sea turtles and their nests safe.

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Important Information	Thinking