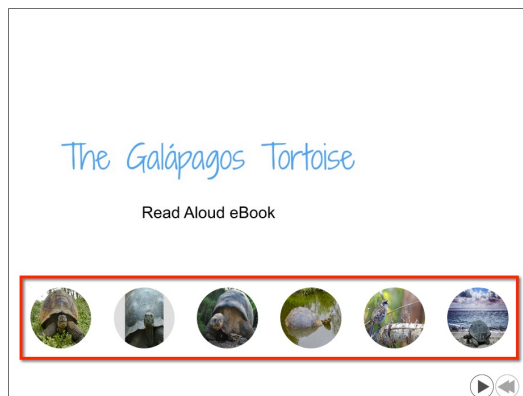


## Parents' Guide for *The Galápagos Tortoise*

Reading grade level – 5.8

### Getting started:

1. Click on the "Start" arrow in the lower right of the "Home" screen to begin.
2. Click on the "Back" arrow button to return to the Home screen.
3. Navigate to any section by clicking on any image on the opening ("Home") screen.



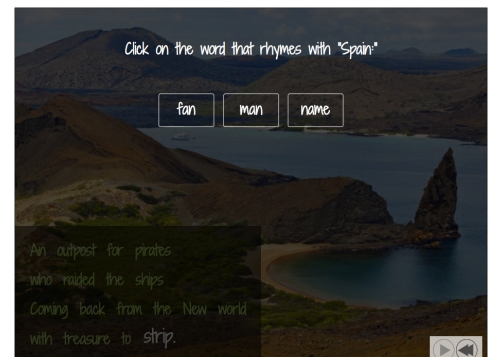
### Organization

The 24-line poem is divided into 6 sections with 4 lines in each section.

Each section has 2 photographs paired with two sets of rhyming lines from the poem. These play with word highlighting in sync with the audio. (24 lines in all.)

After each 4 lines, there is a series of interactive exercises with questions\* from the following categories:

- Rhyme
- Syllables & Stress
- Reading Comprehension
- Vocabulary & Meaning



\*Questions become more difficult or easier based on a user's responses.



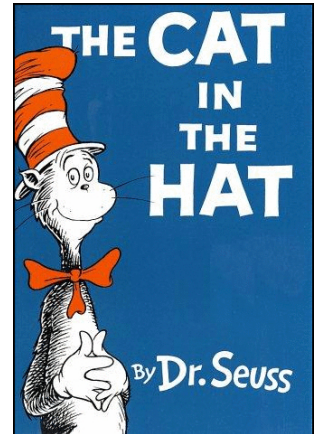
Note: Students will need to "refresh" the adaptive assessments after extended use by holding the "shift" button and clicking the refresh icon in the browser header (see "refresh" icon image to the left).

### Rhyming words – Get ready to listen

Some poems have rhymes. One type of rhyme is where two words have the same or similar vowel\* sounds and the same or similar following consonant\*\* sounds, like "bake" and "make."

\*In English, vowels are "A," "E," "I," "O," "U," and sometimes "Y."

\*\*Consonants are all the other letters of the alphabet.



Listen for the rhyming words from "The Cat in the Hat:"

*The sun did not shine.*

*It was too wet to **play***

*So we sat in the house*

*All that cold, cold, wet **day**.*

Ask:

1. What are the two rhyming words? (*play* & *day*)

Have your child/children practice the two rhyming words with you by saying them aloud a few times:

- play
  - day
2. You may want to ask: What vowel sound do you hear in "play" & "day"?  
(Answer: a long "A" sound)
  3. Can you think of some other words that rhyme with "play" & "day"?

(For example: "say" & "may")\*

## Rhythm/Meter

The section on meter requires an understanding of what makes a syllable.

Drawing a heart around the vowel **sound** in the syllable is an important visual reminder. This can also raise an awareness of silent vowels in English.



Clapping hands to the beat is a great way to reinforce the concept kinesthetically.

This poem has a rhythm, which is made up of stressed and unstressed syllables\*. Listen for the rhythm (Clap your hands to the beat):

*The **sun** did not **shine**. It was **too** wet to **play***

*So we **sat** in the **house** All that **cold**, cold, wet **day**.*

## Syllables

*"In English every word has one or more syllables. A syllable always has a vowel sound. Think of the vowel sound as the heart of the syllable."*

*Sign (1)*

*Treat (1) (draw a heart around the "e" in "treat". Note the silent "a")*

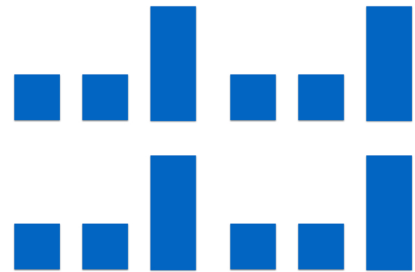
*Boat (1) (draw a heart around the "o" in "boat". Note the silent "a")*

*Begin (2) (draw a heart around the "e" and "i" in "begin")*

*Next talk about the beats in the poem, "The Cat in the Hat."*

*This is the pattern of stressed & unstressed syllables: xxX xxX xxX xxx*

**Clap your hands to the beat. Make sure to clap a little harder on the stressed syllable.**



*(Sometimes the first weak syllable is missing like at the beginning of the poem where there is only one weak syllable before the strong one, "sun.")*

The **sun** did not **shine**. It was **too** wet to **play**

So we **sat** in the **house** All that **cold**, cold, wet **day**.

### ***Stressed Syllables***

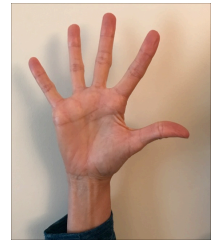
*Now, let's look at the stressed syllable in words that have more than one syllable.*

*In English every word with more than one syllable has one syllable that is stressed more than the others.*

*Listen for the stressed or strong syllable in these words:*

**Parents** - Model the stressed and unstressed syllable count with your hand:

- Open your hand (stretch out your fingers) for the stressed syllable.
- Close your hand (make a fist) and add a quick knocking gesture for the unstressed syllables.



***Water (2 syllables)***

***Decide (2 syllables)***

***Playground (2 syllables)***

*How do you know that the syllable is stressed?*

*It is louder, longer & clearer than the other syllables.*

Here, you might want to ask your child/children about the number of syllables in some other words in English.

Get ready to listen to and read a poem about an animal followed by some questions. The rhythm or meter of the poem is the same as "The Cat in the Hat."

*xxX xxX xxX xxX*

**Warm-up Questions with photograph to focus on the topic**

***The Galápagos Tortoise***

Do you know what kind of animal this is?

- What kind of animal is this?
- Where do you think it lives?

Next, have your child/children spend time with ***The Galápagos Tortoise***



***Read Aloud eBook*** with adaptive assessment.

After working on the program including the adaptive assessment:

**Review one- smart phone videos**

Have your child/children memorize two rhyming lines or more from the poem. Then have your child/children recite the memorized lines, and you can take videos or audio recordings on a smart phone and then play it back for viewing.