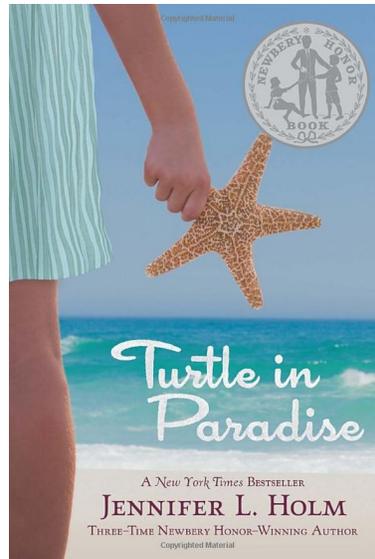


Turtle In Paradise



By

Jennifer L. Holm

A Novel Study
by Nat Reed

Turtle in Paradise

By Jennifer L. Holm

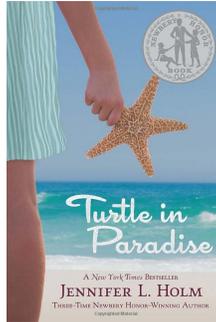


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About the author: Nat Reed has been a member of the teaching profession for more than 30 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, please visit the websites www.reedpublications.org and www.novelstudies.org.

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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on two chapters of *Turtle in Paradise* and is comprised of five of the following different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters . . . respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

Themes which may be taught in conjunction with the novel the Florida Keys, life during the Great Depression, perseverance and courage, personal growth, what family means to different people, loyalty, independence.

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List of Skills

Vocabulary Development

1. Locating descriptive words / phrases
2. Listing synonyms/homonyms
3. Identifying / creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *personification*.
7. Identify *anagrams*
8. Listing compound words
9. Identifying parts of speech
10. Identify/create *similes*
11. Identification of root words

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Identify *cliffhangers*
5. Identify the climax of the novel.
6. Complete a Story Pyramid

Character Activities

1. Determine character traits
2. Identify the protagonist/antagonist
3. Relating personal experiences
4. Compare characters

Creative and Critical Thinking

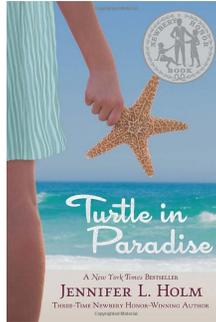
1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Create a poem
6. Write a description of personal feelings
7. Write a book review
8. Complete an Observation Chart
9. Complete a KWS Chart
10. Create a friendly letter.

Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Create a comic strip

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Synopsis

Life isn't like the movies, and eleven-year-old Turtle is no Shirley Temple. She's smart and tough and has seen enough of the world not to expect a Hollywood ending. After all, it's 1935, and jobs and money and sometimes even dreams are scarce. So when Turtle's mama gets a job housekeeping for a lady who doesn't like kids, Turtle says goodbye without a tear and heads off to Key West, Florida, to stay with relatives she's never met. Florida's nothing Turtle has ever seen. It's hot and strange, full of ragtag boy cousins, family secrets, and even buried treasure! Before she knows what's happening, Turtle finds herself coming out of the shell she's spent her life building, and as she does, her world opens up in the most unexpected ways. [The Publisher]

A complete synopsis and other helpful reviews can be found online at such sites as the following:
http://en.wikipedia.org/wiki/Turtle_in_Paradise

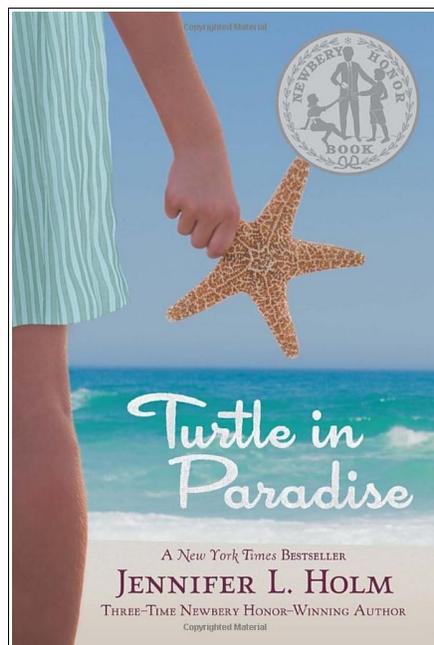
Author Biography

Jennifer L. Holm

Jennifer Holm, born in 1968, in California was raised in Audubon, Pennsylvania with her four brothers. Jennifer's great-grandmother emigrated from the Bahamas to Key West in 1897. After graduating from Dickinson College Jennifer worked in television and later wrote her first novel, *Our Only May Amelia*, the story of a 12-year-old girl living in the late 19th century, inspired by a diary written by her great aunt. Another of her books, *Penny from Heaven* was also a Newbery Honor Book. As well, she is the author of several other highly praised books, including the Babymouse and Squish series, which she collaborates on with her brother Matthew Holm. Jennifer lives in California with her husband and two children. You can visit her website at jenniferholm.com. [Adapted from the Publisher]



Turtle in Paradise



By Jennifer L. Holm

Name: _____

Turtle in Paradise

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Chapters 1-2



Before you read the chapter:

The **protagonist** in most novels features the main character or “good guy”. The protagonist of our novel is eleven-year-old Turtle, a very determined, out-spoken girl whose life is turned upside down when she is sent by her mother to live with relatives in Key West, Florida. Think back on some of your favorite characters from past novels you have read or movies you’ve seen. What do you think makes for an especially interesting **protagonist**?



Vocabulary:

Choose a word from the list to complete each sentence.

encyclopedia	pomade	depression	serum
adaption	prohibit	furtively	grouses

1. The doctor determined that the _____ contained in the bottle was just water.
2. He always _____ and complains when asked to take out the garbage.
3. Kevin crept _____ through the dark room until he reached the doorway.
4. What did you think of the filmmaker’s _____ of the best-selling novel?
5. The death of a loved one will often send a person into a great _____.
6. Charlie worked the _____ into his hair, hoping that the girls would approve.
7. I’m afraid the _____ she is using for a reference is quite dated.
8. Will your parents _____ you from coming to the lake this weekend?

Questions

1. What is the **setting** of the story in the second paragraph of Chapter One?

2. Why do you think it would be a challenge for Mr. Edgit in sell hair serum?

3. Think of three appropriate adjectives which would describe Turtle's personality.

1.	2.	3.
----	----	----

4. What is your impression of Turtle's mother in this chapter? Please explain how you formed this opinion.

5. What cruel thing did the Curley boys do? How did Turtle's mother pay for what they did?

6. Why was Turtle going to live with her aunt?

7. In Chapter Two Turtle states: *I think the color of a person's eyes says a lot about them.* What might be a better way to tell something about a person?

8. Why was Aunt Minnie surprised to see Turtle?

9. How do you think Aunt Minnie feels about Turtle's arrival?



Language Activity

A. Shirley Temple

The child actress, **Shirley Temple**, is mentioned from time to time throughout this novel. Using resources in your school library or the Internet, research three interesting facts about Shirley Temple's life and accomplishments.

1.	
2.	
3.	

B. Personification is giving human qualities to something that is not human. Here's an example from Chapter Two: ... *Where bonbons play, On the sunny beach of Peppermint Bay.*

Describe how the bonbons are personified in this example.

Create your own example of personification.

As you continue to read through the novel be on the lookout for other examples of this literary device. If you should find one, come back to this question and enter it below.

C. Many authors enjoy using **alliteration** – a literary device where the author repeats the same sound at the beginning of several words. Here's one such example: from Chapter One: *Who's that you're talking to, Turtle?*

Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

The croak of a bullfrog.	
A thunderstorm.	
Your own choice.	

D. A **simile** is a comparison using the words “like” or “as”. An example from Chapter One is, *Everyone thinks children are sweet as Necco Wafers...* What two things are being compared in this example?

--	--

Invent your own **similes** comparing the following items with something from your own imagination:

a) the sting of a bumble bee

--

b) the sound of a parachute opening

--

Look for a **simile** in the remaining chapters of the novel. If you find one return to this question and record it below.

--

E. Homonyms

Homonyms are words which sound the same but have different meanings. An example is *air* and *heir*. These chapters feature words which are examples of homonyms. In the chart below, create sentences which show the meaning of each set of homonyms.

Example 1

Homonyms	Sentence
1. you	
2. ewe	

Example 2

Homonyms	Sentence
1. heel	
2. heal	

Extension Activities

Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A story-board can tell the story of only one scene – or the entire novel. Complete the story-board below illustrating the events described in the first two chapters of our novel. You may wish to practice your drawings on a separate piece of paper.



1	2
3	4
5	6