

Guided reading session 1 – Introducing the story



Session focus:

Explore and build on background knowledge of journeys
Set the geographical context on a broad and small-scale
Introduce new language and vocabulary
Consider questions we can ask about the book



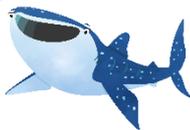
Key vocabulary:

journey, lagoon, ocean currents
habitat, invertebrates



New species:

hammerhead shark, eagle ray, sally
lightfoot crab, blacktip shark, lava heron
brown pelican, marine iguana, squid,
green turtle, Galapagos sea lion



Pre-read/warm up:

Look at the cover and title. Focus on the word **journey**.

Discuss – What does it mean? Or look it up in a dictionary for reference.

Journey → an act of travelling from one place to another, especially when they are far apart.

Oxford Learner's Dictionaries

Q – Discuss journeys they have been on, maybe with family or school. How did they feel?

Share ideas and scribe key words or feelings if want.

Q - **Who** is making the journey in the book? Marti.

Do you know anything about hammerhead sharks? Did you know sharks go on journeys?

Q - I wonder **why** Marti is going on a journey? What do you think? Share ideas with you and scribe notes if you want for later on.

Q - Look at the cover again. **What clues** does it give us about the book? Are these things she may see on her journey? What can we see and what are we familiar with or unsure of?

On a world map, locate Ecuador and the Galapagos islands. Find San Cristobal (**map provided** if needed) where the story begins.



Guided/independent read:

Read pages 4-7 either guided or independently.

Focus Q's - Have the following questions written on post-it notes or similar that can either be shared before reading for them to focus on during this part of the session, or for them to locate post reading:

- The lagoons are a safe place for Marti and other species. What makes them safe?
- Remember 4 animals Marti shares her habitat with.
- What is a baby shark called?

Share their ideas and look through the pages together to spot the animals. Can they spot the marine iguana? (pg.7)

Identify actual species – e.g. eagle ray, green turtle, Galapagos sea lion.

Use the glossary at the back to locate meaning of words in **bold**.



Post-read/review:

Ask your child to answer part or all of the following question/s on a post-it note or book to share at the beginning of the next session.

If you print the book, you can put the sticky note next to 'soon the lagoon will change...' text.

Q – Why do you think 'many' of the animals leave the lagoon? Where do you think they go and why don't they return?

Use the '[spot the species](#)' worksheet to ID species as you progress through the story if time.



Art challenge: Learn how to draw Marti

Use our '[How to draw the characters guide](#)' to learn how to draw Marti.



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