Vocabulary in Context

**marine**
We go to the seashore to see marine life in the tidal pools.

**basking**
This turtle is basking in the warm morning sun.

**stunned**
It may take a stunned bird several moments to recover from its fall.

**intensive**
This vet performs an intensive exam of the sick animal.
Study each Context Card.

Use a dictionary or a glossary to clarify the part of speech of each Vocabulary word.

- **ordeal**
  These wet hikers are going through an unpleasant ordeal.

- **treating**
  Doctors suggest liquids and rest for treating a cold.

- **fatal**
  Pollution can be fatal to sea creatures. It can cause their death.

- **analyzing**
  After analyzing the water, these scientists say it is safe for animals.

- **juvenile**
  A juvenile bear stays close to its mother.

- **calling**
  This girl feels it is her calling in life to take care of animals.
Background

TARGET VOCABULARY Sea Turtles Sea turtles are reptiles that have adapted to a marine environment. All sea turtles are threatened or endangered, but the Kemp's ridley turtle is most at risk. After analyzing an old video, scientists estimated that 40,000 of these turtles nested on one beach in Mexico in 1947. By the mid-1980s, the number was down to 700.

There are many reasons why the turtles' population has decreased. Turtles basking in warm coastal waters often get caught in fishing nets or collide with boats. Such an ordeal can be fatal. Stunned turtles, close to death, often wash ashore. Some are rescued by people who are trained in treating injured turtles, but many turtles do not survive. Luckily, intensive efforts are being made to protect the Kemp's ridley. People have found their calling in saving these turtles.

One way you can help protect turtles is by keeping balloons from flying away. Many juvenile turtles have died from eating balloons that ended up in the sea. Another way to help protect turtles is by keeping the turtles' nesting areas free of litter.
Comprehension

**TARGET SKILL**  Cause and Effect

Nonfiction authors sometimes use a cause-and-effect text structure to organize the ideas they present. Causes and effects in a nonfiction text can be directly stated or implied. As you read "Interrupted Journey: Saving Endangered Sea Turtles," look for implied causes and effects. Keep in mind that sometimes a single cause will have more than one effect. At other times, several causes will have a single effect. Make a graphic organizer like the one below to help you keep track of causes and effects in "Interrupted Journey: Saving Endangered Sea Turtles."

![Diagram of cause and effect]

**TARGET STRATEGY**  Question

Ask questions about what you are reading. Your graphic organizer can help you answer some of the questions you have about saving sea turtles. Questioning helps you better understand the information and the points an author makes in a text.
As a child, Kathryn Lasky often made up stories. One day, her mother told her that with her love of words, she should become a writer. For the first time, she gave the idea serious thought. Kathryn Lasky is equally comfortable writing fiction and nonfiction. She is married to Christopher Knight, a photographer who takes the pictures for many of her books, including *Shadows in the Dawn: The Lemurs of Madagascar* and, of course, *Interrupted Journey*.

**MEET THE PHOTOGRAPHER**

Christopher G. Knight

When he was in college, Christopher Knight and his brother paddled a kayak from Alaska to Seattle, Washington. Christopher photographed the entire voyage. This journey marked the beginning of his career as a professional photographer. He and his wife, Kathryn Lasky, have traveled the world together, working on books. Their book topics include monarch butterflies, a fossil dig, and the birth of a volcanic island near Iceland.
Essential Question
What effect can one person have on a stranded sea turtle?
The young turtle has been swimming for three months now in the same warm shallow bay, grazing on small crabs and plankton, basking in an endless dream of calm water and plentiful food. But as the days begin to shorten and the light drains out of the sky earlier and earlier, the water grows colder. It drops to fifty degrees Fahrenheit. The turtle is confused. Swimming is harder. Its heartbeat slows—and almost stops.

Ten days before Thanksgiving, on a beach where Pilgrims once walked, Max Nolan, a ten-year-old boy, and his mother begin their patrol. The Nolans are among volunteers who walk Cape Cod’s beaches during November and December to search for turtles who are often cold and stunned and seem dead—turtles whose lives they may be able to save.
It is a blustery day on Ellis Landing Beach. At twenty-five knots the bitter northwest wind stings Max's face like sharp needles. It makes his eyes water but he keeps looking—looking above the high-water mark through the clumps of seaweed, looking below the tide line where the sand is hard and sleek and lapped by surf—looking for a dark greenish-brown mound about the size of a pie plate, looking for a Kemp's ridley turtle that is dying and perhaps can be saved.

Max and his mother and the other volunteers work for a vital cause. All sea turtles are threatened or endangered; Kemp's ridleys are the most endangered of all. Right now on our planet there are fewer than eight thousand Kemp's ridley turtles left. They are a vanishing species.

On Ellis Landing Beach, snow squalls begin to whirl down. The waves are building, and as they begin to break, the white froth whips across their steep faces. So far there is no sign of a turtle.

Max is far ahead of his mother when he sees the hump in the sand being washed by the surf. He runs up to it and shouts to his mom, "Got one!" The turtle is cold. Its flippers are floppy. Its eyes are open, but the turtle is not moving at all. It might be dead, but then again, it might not.
Max remembers the instructions given to all rescuers. He picks up the turtle, which weighs about five pounds, and moves it above the high-tide mark to keep it from washing out to sea. Then he runs to find seaweed to protect it from the wind. He finds a stick to mark the spot, and next, he and his mother go to the nearest telephone and call the sea-turtle rescue line of the Massachusetts Audubon Society.

Within an hour the turtle has been picked up and taken to the Wellfleet Bay Wildlife Sanctuary on Cape Cod. Robert Prescott, the director of the Sanctuary, examines the turtle. "It sure does look dead," he says softly. "But you never can tell." If the turtle is really alive, it must be brought out of its cold, stunned condition. That is a task for the New England Aquarium with its medical team who, over the years, have made a specialty of treating turtles.
Robert puts the new turtle in a plastic wading pool with another turtle that is quite lively. Max crouches by the edge and watches his turtle. It is as still as a stone. He gently touches a flipper. Nothing moves. Then after about twenty minutes, he thinks he might see a flicker in the turtle's left eyelid. He leans closer. "Hey, it's moving!" It wasn't just the eyelid. He saw the right rear flipper move a fraction of an inch. Over the next five minutes, he sees the turtle make three or four microscopically small motions with its right rear flipper. Soon, the rescue team from the New England Aquarium arrives.

STOP AND THINK

**Cause and Effect** Do you think Max's actions and observations will help the rescue team save the turtle's life? Explain.
Beth Chittick is a vet at the New England Aquarium. When the turtles arrive she is ready for them. The turtles are taken immediately into the examination room. Beth is joined by head veterinarian, Howard Crum. The temperature of the turtle Max found is fifty degrees Fahrenheit. Normal temperature for a turtle is usually about seventy-five degrees. Howard next tries to find a heartbeat. He listens intently. "I think I can hear a faint sound ..." He holds the stiff turtle against his ear as one might hold a seashell. "Why, gee whiz, I can hear the ocean," he jokes.
Howard is still not convinced that the turtle is dead. "With turtles," Howard says, "death is a relative term." Turtles can operate, can survive, even when their hearts slow down for periods of time. Events that might damage the larger, more complicated brains of other animals will not always prove fatal to turtles.

In fact, a turtle's heartbeat naturally slows down at times to just one or two beats per minute in order to conserve oxygen and keep vital organs like the brain working. So Howard won't give up on this turtle yet. The turtle does not seem dehydrated. The skin on its limbs is not wrinkled—a good sign.

An assistant swabs down an area on the turtle's neck, from which a blood sample will be taken. By analyzing the blood, Howard and Beth will be able to see how the turtle's kidneys and other organs are functioning.

**STOP AND THINK**

**Author's Craft** What science words does the author use on this page? How does the author's word choice help clarify the turtle's chances of survival?
Next the turtle is cleaned. The algae are washed and wiped from its shell. The doctors detect movement in its tail and then see some of the same movements that Max saw in its flippers. They are the motions a turtle makes when it swims. They do not necessarily mean that it is alive, though.

Nonetheless, the vets hook up the turtle to an intravenous needle through which fluids will be pumped very slowly at a temperature slightly higher than the turtle's body. Beth and Howard have learned much about the condition of this turtle but they are still not sure if it is really alive or dead.

Finally the turtle is tagged with a yellow-blue band. It will be known as Yellow-Blue. It is put in the Intensive Care Unit, a large temperature-controlled stainless steel box with a glass window. Inside, the turtle is placed on a soft pile of towels so its shell is supported and it will not have to rest on its ventrum, or bottom shell.
On a windy spring morning in April, five months after it was found, Yellow-Blue is taken from its small tank in the New England Aquarium and put into a plastic box with wet towels. Yellow-Blue has recovered from its ordeal. But for the first leg of its journey it will not swim—Yellow-Blue will fly. A small cargo jet will take the turtle to The Turtle Hospital in Marathon, in the Florida Keys.

Richie Moretti is the owner, director, and founder of the hospital. He is not a veterinarian. He is not a marine biologist. He is a man who loves turtles, and his calling in life is to help injured animals. In order to do this, Richie runs Hidden Harbor, a motel. With the money he makes from the motel, he runs the hospital.

Yellow-Blue travels hundreds of miles from the New England Aquarium in Boston to The Turtle Hospital in Marathon.
The people who come to the motel can no longer swim in the motel pool. It is filled with injured sea turtles—loggerheads, green turtles, Kemp's ridleys, and hawksbills. Guests cannot even sunbathe or sit around the pool, for there are smaller tanks for baby and juvenile turtles not big enough, or too sick, to swim in the big pool. Veterinarians and volunteers come to the hospital to work with the turtles.

On the day of the release, Richie and his assistant remove Yellow-Blue from the tank and attach a permanent metal tag to its flipper so that the turtle can be tracked throughout its sea voyage. The turtle is feisty and flaps its flippers, perhaps sensing that something exciting is about to happen. Richie and his crew load Yellow-Blue and several larger turtles into his high-speed, shallow-bottomed boat. Before departing from the pier, Richie checks the charts of the waters around the southern keys. He wants to take Yellow-Blue
to the quietest, calmest, and safest waters he knows—a place where there are no tourists racing around in speedboats or fishing boats or shrimp trawlers. He wants this turtle to have a fair chance of swimming out to the Sargasso Sea without getting hit by a boat, stopped by a propeller, or tangled in the deadly nets and lines of fishermen. They put Yellow-Blue in a box, cover its shell with wet towels, and then roar out into Florida Bay.

The boat goes fast, close to sixty miles an hour. Soon they are forty miles to the south and west. They are on the very most shallow keys of the Gulf side. The waters are shallow and calm. They cut the boat’s engine and now the water is so shallow that Ronnie raises the outboard motor and poles in to what he considers the perfect place to release Yellow-Blue. It is in the still waters of a cove off a key named Content. Susan, a volunteer, lifts Yellow-Blue from its box and holds it half-in, half-out of the water. "Oh, you want to go! You want to go! Hang on, fella! Let’s get used to things!"
Then she lowers Yellow-Blue so it is completely underwater. The flippers beat, and finally Susan’s hands let go! Yellow-Blue streaks through the turquoise water, leaving a curling wake of bubbles. "So long, buddy," Richie calls.
**Short Response** As Max makes his way down Ellis Landing Beach, snow squalls swirl and the northwest wind stings his face. Write a paragraph explaining why you think people such as the Nolans spend their time and energy working in harsh conditions to help endangered animals. **PERSONAL RESPONSE**

**Exploring Species** Think about the differences between cold-blooded and warm-blooded animals. Work with a partner to make a poster showing several animals, such as mammals, reptiles, and fish. Then share your poster with another pair of students, and have them label the animals as either warm-blooded or cold-blooded. Discuss what characteristics make the animals one kind or the other. **PARTNERS**

**Follow Your Dreams**

**Turn and Talk**

Think about the last stop in Yellow-Blue's rehabilitation, the Turtle Hospital in Florida. With a partner, discuss how Richie Moretti's efforts to help injured animals have affected his life and the turtles he rescues. **CAUSE AND EFFECT**
A myth is a story that tells what a group of people believes about the world.

Animal characters in myths act like people. They often have one special trait, such as bravery or wisdom.

- As you read, note what natural event, or phenomenon, the myth describes. What details in the myth help explain the phenomenon? Is the explanation believable? Why or why not?

Many Native American groups have myths about the origin of the world. Here is a retelling of a myth told by the Haudenosaunee (boh deb nob SHAW nee) people of northeastern North America.

In the beginning, people lived among the clouds. Below the clouds there was no earth, only a dark, watery world where birds and animals lived. In the center of the clouds stood a single, giant tree. For the Sky People, the tree was a source of life.

The Chief of the Sky People had a wife named Skywoman. She was expecting a baby, and one night she fell ill with fever. The most intensive efforts could not cure her. While ill, Skywoman dreamed of a great hole in the clouds. She told the Chief of her dream. Stunned by the powerful image, he sat alone in deep thought. At last, he decided to make the dream come true.
The Chief wrapped his powerful arms around the tree’s trunk. He began to pull it from the ground. With a mighty heave, the Chief uprooted the tree. There was the hole Skywoman had seen in her dream. She peered down at the watery darkness below, and her foot slipped on the edge of the clouds. With a cry, she grabbed for something to stop her. She caught hold of a handful of seeds among the roots of the great tree as she fell.

The marine animals below saw Skywoman falling. They knew such a fall would be fatal to her. A pair of geese flew up and caught Skywoman between their wings. Meanwhile, the other animals sought the advice of Turtle, eldest and wisest of them all. Turtle had a calling for solving problems. She knew how illnesses should be treated. Now she cocked her head to the left and right, analyzing the situation thoroughly.
“Toad,” Turtle called out finally, “swim below and bring up mud from the water’s bottom. Then spread the mud across my back.”

The juvenile Toad croaked grumpily. He had been basking in the cool waters, hoping to take a nap. But he did as Turtle asked. The geese arrived with Skywoman between them, and they gently dropped her upon the soft mud on Turtle’s back.

With the fever and the ordeal of falling gone, Skywoman opened her hand that held the seeds. The seeds fell into the mud. The mud spread from Turtle’s back until it became the earth, teeming with life. Skywoman gave birth to twins upon that landmass. Thus, people walked the earth for the first time.
Write as a Journalist In "Interrupted Journey: Saving Endangered Sea Turtles," a rescued sea turtle called Yellow-Blue travels from Cape Cod to Florida in order to reach its new ocean home. Imagine that you are a journalist writing a newspaper article about Yellow-Blue's rescue. Describe Yellow-Blue's experiences and journey. Use the information in the selection's map and the photographs to help you write your article. Then share and discuss your article with a partner.

Compare Representations of Turtles Make a two-column chart showing factual and fictional information about turtles. In one column of the chart, list the facts you learned about sea turtles in "Interrupted Journey: Saving Endangered Sea Turtles." In the other column, list the qualities or traits Turtle displayed in "Skywoman and Turtle." Then work with a group to discuss the different representations of turtles in the two texts.

Analyze an Origin Myth With a partner, review "Skywoman and Turtle," a Native American origin myth. Retell the myth and discuss the events it explains. Work with your partner to find other origin myths. Then compare and contrast the phenomena they each describe.
What Is a Verb? A verb is a word that can show action or a state of being. When a verb tells what people or things do, it is called an action verb. When a verb tells what someone or something is, or what someone or something is like, it is called a linking verb. Most linking verbs are forms of the verb be.

<table>
<thead>
<tr>
<th>Action Verbs</th>
<th>Linking Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>The turtle dug a hole.</td>
<td>Those turtles are hawksbills.</td>
</tr>
<tr>
<td>She laid eggs in the nest.</td>
<td>That species is scarce now.</td>
</tr>
</tbody>
</table>

Sometimes the verb in a sentence is made up of more than one word. The main verb is the most important verb. The helping verb comes before it and adds detail to the main verb.

The eggs will hatch. The babies must walk into the sea.

Work with a partner. Find two sentences that have linking verbs. Then find three sentences with action verbs. Tell which sentence has a main verb and a helping verb.

1. The turtle is the only reptile with a shell.
2. Some land turtles stay in a small area all their lives.
3. Many sea turtles migrate thousands of miles.
4. Most land turtles are slow movers.
5. At least one species can outrun a human being!
**Word Choice** You can make your writing clearer by choosing vivid, exact verbs. Exact verbs also will help make your writing interesting.

<table>
<thead>
<tr>
<th>Sentence with Vague Verb</th>
<th>Sentence with Exact Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>A ranger walks the beach twice a day.</td>
<td>A ranger patrols the beach twice a day.</td>
</tr>
<tr>
<td>The newly hatched turtle walks from the nest toward the ocean.</td>
<td>The newly hatched turtle stumbles from the nest toward the ocean.</td>
</tr>
</tbody>
</table>

**Connect Grammar to Writing**

As you revise your cause-and-effect paragraphs, replace vague verbs with exact verbs to show readers what you mean. Exact verbs will help clarify the actions and events you write about.
Write to Respond

✓ Organization Writing about causes and effects is one way to respond to literature. In cause-and-effect paragraphs, use signal words and phrases such as because, so, and as a result to make clear the relationships between causes and their effects.

Barry drafted a response to this question: What are some causes and effects related to a sea turtle becoming stranded? Then he revised his writing to include transitions that connect his ideas.

Use the Writing Traits Checklist below as you revise your writing.

**Writing Traits Checklist**

✓ Ideas Did I clearly identify causes and effects?

✓ Organization Do my paragraphs contain transitions that connect my ideas?

✓ Sentence Fluency Did I vary the structure of my sentences?

✓ Word Choice Did I use signal words to clarify cause-and-effect relationships?

✓ Voice Does my writing sound clear and informative?

✓ Conventions Did I use correct spelling, grammar, and punctuation?

**Revised Draft**

Sea turtles can have problems. For example, if a turtle stays in northern waters too late in the season, the water can turn cold. As a result, a turtle may become confused. Its heart beats more slowly. It isn’t able to swim well. It can end up on a beach. Because of that,
Saving Sea Turtles
by Barry Williams

Sea turtles can have problems. For example, if a turtle stays in northern waters too late in the season, the water can turn cold. As a result, a turtle may become confused. Its heart beats more slowly. It isn't able to swim well. Because of that, it can wash up on a beach.

There are ways in which people can help stranded turtles. A person can take a turtle past the high-tide line so the tide will not wash the turtle back out to sea. Covering the turtle with seaweed is important because the seaweed will act as a blanket and keep the turtle warm. Calling a turtle rescue group is also important. Someone in the group might take the turtle to a doctor. As a result, the turtle might be saved. Then the doctor can transport it to warm waters.

Reading as a Writer

What transitional words did the writer use to connect causes and effects? Where in your writing can you signal causes and effects and connect ideas more clearly?

In my final paper, I used transitional words to connect my ideas. I also used exact verbs to make details more clear.