

Growing Up WILD Lesson

Participant Name: LuAnn Gipple

Current teaching situation: Prekindergarten Head Start

Activity: Terrific Turkeys Pg. 44-45

Identify Opportunities within current program or curriculum to integrate lesson plan. This lesson would work with our fall, spring and winter unit.

Outline use of activity components:

1. Begin with questions: “Do you know what a turkey looks like? Have you ever seen a turkey? Where was it? Where do turkeys live?”
2. Read a book about wild turkeys. Talk about the wild, wonderful words. Display words on a chart. Share quick turkey facts; go outside and play “follow the turkey leader”. Help them pretend to scratch for food, find water and concentrate on how they move. Play the Turkey Predator game.
3. In small groups read stories, make turkey hats, turkey painting, construction paper ones, do “Wild Turkey Camouflage”. Turkey puzzles, Mighty Math-tall as a turkey... Music and Movement—“turkey roosts”-like musical chairs; “Healthy Me”—discuss what they eat in fall, spring and summer. What about winter? Less food-discuss seeds-plan a snack for children to try that includes seeds, nuts, and dried fruits. Help children make connection to them and not having much food to eat at different times of the year. “Helping hands” to put out a feeder and watch the birds, then chart how many on certain days.
4. During large group, music and movement: 5 Wild Turkeys are we; Gobble Gobble says the Turkey; A Turkey is a Funny Bird, Listen to turkey calls, and have a guest speaker to talk about wild turkeys. Have a wild turkey visit, have a domesticated turkey visit. Chart which one they liked best.
5. During snack we will eat the seeds, nuts and fruits. We will make a turkey using an English muffin and add cereal and raisins to it.
6. The next day discuss having turkey for dinner.
7. Later during the week make turkey calls and try them outside.
8. Make the home connections—do you eat turkey? When do you eat turkey? Do you know where it comes from?

Description of outdoor exploration

We will go outside to the open space and set up the game about wild turkeys then we can have the children be turkeys, hens and toms. Talk about sun up and sun down. When they come back inside they can journal about it. We can help them write it down. We can take pictures and record notes on observation paper.

Identify additional preparation needed for exploration.

The students will be able to learn about turkeys by role playing the roles of hens or toms. They will learn to search for food. I would go out and check out the yard before going outside.

Draft 2 open-ended questions to encourage further student investigation: Would you want to be a wild or domesticated turkey? Why or would you want to eat what turkeys eat?

List activities that could be used as pre and/or post learning opportunities. My pre activities would include questions I would want to ask—would you like to have a brightly colored snood? I would have the naturalist or conservationist visit. I would set up guest speakers—possible visits from turkeys.

Indicate any modifications you will make to the activity or components within: Help wheel chair student move as hen/turkey. Have materials put on her telegaze computer.

List age appropriate literature (books, periodicals, websites) that can be used as a part of activity:

Non-fiction

All About Turkeys by Jim Arnosky

Fiction

10 Fat Turkeys by Tony Johnston

Little Tom Turkey by Frances Bloxam

Tom Turkey and *Erik Eagle*, How eagle became American symbol.

Websites

National Turkey Federation: www.nwtf.org

Identify speakers

Department of Natural Resources

Lora Schwendinger 712-769-2372

Chris Conrad-President Turkey Creek Long Beards

See turkey calls, beards feathers

List standards/benchmarks/concepts that were met using components taught:

Head Start Domains: 1A3; 1B3; 2A3; 1B1; 1C2; 243; 3A6; 3C4; 4B2; 4A5; 5A1; 5B1; 5D1; 6C3; 8C2

Growing Up WILD Lesson

Participant Name: Karen Reynolds

Current Teaching Situation: First Grade

Activity: Terrific Turkeys, pgs. 44-45

Identify opportunities within current program or curriculum to integrate lesson plan. This activity would work well in November when we talk about Thanksgiving with an emphasis on turkeys.

Outline use of activity components:

Start unit the week before Thanksgiving and end the Wed. before Thanksgiving.

1. KWL chart. See what students already know and what they would like to learn about turkeys.

2. Go over vocabulary words students will need to know to comprehend unit.

hen – adult female turkey or other poultry species

tom or gobbler – adult male turkey or other poultry species

poult – a baby turkey

strut – a display made by the male of some bird species, including turkeys, in which it puffs out its feathers, spreads out its tail, and drags its wings

clutch – the group of eggs laid by a female bird during one nesting (turkeys lay between 10-14)

predator – an animal that kills and eats other animals

Do a word web on one or more of these words.

3. During Read Aloud time read book All About Turkeys by Jim Arnosky. Ask comprehension questions.

Where do wild turkeys live?

What do they eat?

What do they do to stay alive?

What are some turkey predators? Which predators eat the eggs?

What do you call a girl, boy, and baby turkey?

What is the difference between a wild turkey and a domesticated turkey?

What kind of an animal is a turkey?

How do a female and male turkey look alike? Different?

4. Students will read and color Turkey Tracks put out by the Turkey Federation. It shows pictures of a hen, tom, poult, and size of a turkey egg. It also tells students what color each is. Also pictures some products made from turkey meat.

Modification: Have aid outline each turkey with glue to provide an outline for visually impaired student and let them glue feathers on the hen, tom, and poult. Use leather (or some texture) from old purse to cover egg so visually impaired student can recognize size and texture of turkey egg.

5. Have exploration table with different turkey feathers (wild and domestic) on it and perhaps turkey feet, turkey fans, turkey prints, and replica turkey eggs. (Available at WCCB)

Modification -Get 3-D turkey track from WCCB for visually impaired student.

6. Have students make “Wild Turkeys” hats. Do this one of the days after students have finished snack.

7. Play “Wild Turkeys” p. 45 in Growing Up Wild book. Play each step of the game. Play with predators and without.

Modification: Have teacher associate go outside and show visually impaired student the game course. Help her measure off distance from one thing to other with her white cane. Perhaps students could wear bells around their ankles (small bell on pipe cleaner) so visually impaired student could hear them while playing game.

8. Play Musical chairs to the tune of “Turkey in the Straw.” Students should “strut” like a turkey when the music is playing.

9. See if Paula Griggs would let you bring in real stuffed turkeys or perhaps pictures of them. She has 5 stuffed turkeys. She may have some turkey feathers to show students also.
10. Read fiction books during Read Aloud time by Steve Metzger. The Great Turkey Race, The Amazing Turkey Rescue, and The Silly Turkey Party.
10. Send Home Connections home with students at end of unit.
11. For snack one day have trail mix that has some fruit in it. Tell students they will be eating “turkey food.” Have turkey cupcakes on the day before Thanksgiving.
12. On final day finish KWL chart on what students have learned and send Home Connections from Growing Up Wild home with students.
13. On Journal days students will be reflecting by completing the following sentence starters. (We should have 4 journal days during this time.)
 - (1. Wild turkeys _____ and domestic turkeys _____. 2. If I were a turkey I would escape the farmer by _____.
 3. If I were a turkey and lived in the woods I would _____. 4. I learned a lot about turkeys. I learned _____.
 - Also, I learned _____. The most important thing I learned is _____.)

Description of your outdoor exploration:

Wild Turkeys” could be played in a grassy area right beside our playground and classroom.

Identify additional preparation need for exploration: Borrow game pieces for “Wild Turkeys” from WCCB. Call ahead and make plans to pick up and return. Have a camera ready to take photos of students playing game.

Set up - Diagram of how to set game up is in Growing Up WILD book on p.44.

Draft 2 open-ended questions to encourage further student investigation:

What do wild turkeys need to survive?

If you were a wild turkey where would you look for food? Why?

If you were a wild turkey where would you live? Why?

How would the life of a wild turkey be different from that of a domesticated turkey?

Which predators eat wild turkeys? Which eat turkey eggs?

List activities that could be used as pre and/or post learning opportunities.

Pre game activities

KWL chart, vocabulary words, reading of non-fiction and fiction books, Turkey Tracks pamphlet, exploration center, making of wild turkey hats, remember to ask comprehension questions throughout, pick journal entries that match books you have read or activity for that day, and have Paula come in and show turkeys or show pictures.

Post game activities

Finish KWL chart, eat turkey food, remember to ask comprehension questions throughout all activities, journal entries appropriate for day and activity, play musical chairs to “Turkey in the Straw”, continuing reading any books that haven’t been read and let students read Birds Are Animals (they should be able to read this book independently after a couple readings) and send home Home Connections sheet for Terrific Turkeys.

Indicate any modifications you will make to the activity or components within:

I have listed modifications along with each activity above. I would also need to Braille journal entries for visually impaired student.

List age appropriate literature (books, periodicals, websites) that can be used as a part of activity:

Books listed above plus

Birds Are Animals Concept Science book that students will be able to read themselves. I have multiple copies of this book so students can practice reading it together.

Additional resources:

Paula Griggs – Turkey hunter – (641-942-6510)

WCCB – (515-961-6169) Missy Smith or Joel Van Roekel Contact for exploration table materials and game materials.

List standards/benchmarks/concepts that were met using components taught:

Science – Essential Skills and Concepts

Science as Inquiry, (1, 6, 7), Life Science (3)

Literacy Essential Skills and Concepts

Reading (1, 2, 4, 5, 7, 8)

Writing (4, 6, 7)

Speaking (2, 3, 4, 5, 6, 8)

Listening (1, 2, 3)