

Growing Up WILD Lesson

Participant Name: Judy Wolf

Current Teaching Situation: Kindergarten, Corning Elementary School, Corning

Activity: Wild Turkeys (p.44-45)

Identify opportunities within current program or curriculum to integrate lesson plan: This will be a unit study about turkeys and will occur in early November. It will be used to lead into our Thanksgiving unit.

Outline use of activity components:

Large group setting:

1. Activate prior knowledge with questions:

- Does anyone know what a turkey is? (some will say a bird, some will mention turkey to eat)
- Where would that turkey that you eat come from? What does it look like? Where would you find one?

2. Introduce vocabulary words:

I'm going to write some words on our Smartboard that you will hear in a book I am going to read. (Discuss meaning of each)

turkey hen tom predator roost strut wild

3. Read All About Turkeys by Jim Arnosky. While reading, discuss vocabulary words. Re-ask the questions from #1 above. Have students answer. Refer to book and re-read if needed.

For comparing/contrasting, read Turkeys on the Farm by Mari C. Schug

Small groups setting:

4. Center activities:

- Make Wild Turkey hats for use during "Wild Turkeys" game at later time
- Mighty Math- Students will compare their height to a wild turkey's height and a domestic turkey's height. Adult will mark and label students' names on the bulletin board papers that have outlines of actual heights of both types of turkeys.
- Additional Math: Use linking cubes to measure the turkeys' heights.
- Snacks (math and science)- Students will use their sense of taste to taste dark meat, then white meat, and write name on chart for which one they like better. Chart will be used later to count and discuss "more and fewer". Students will then eat some winter turkey food (Healthy Me: Winter Diet, p.45) which will be a trail mix (ingredients will depend on allergies).
*If there is time and resources, students could try wild turkey vs. domesticated turkey, as well as other food items that are made from turkey.
- My Own Book- Students will color, cut, assemble, and read a simple, repetitive, rhyming book, Turkey in a Chair.
- Exploration center- Students will use their senses of sight and touch to explore wild and domestic turkey feathers, claws, and egg, view pictures and books about turkeys, and look at turkey track prints.
- Listening/Reading Center will contain books listed in resources

5. Walking field trip to the Adams County courthouse to view a wild turkey in the taxidermy display.

6. Large group: Play "Wild Turkeys" game, only part #2 in book instructions (food and water), during morning recess. Add part #3 (predators) at afternoon recess.

7. Wrap-up with discussion about "If you were a *wild* turkey, where would you find something to eat? Drink? Where would you roost (tree)? Would the tree be near a road? Why not? Should it be near a river? Why? Where would be a good place to have a nest? Why?"

Description of your outdoor exploration:

“Wild Turkeys” game: in large, grassy playground area. See layout & description (p. 44) in Growing Up WILD

Identify additional preparation need for exploration: Copy predator pictures; place materials in appropriate areas prior to game.

Draft 2 open-ended questions to encourage further student investigation: See questions in #6 of Activity Components

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

Pre opportunities include the questions to activate prior knowledge before reading All About Turkeys. Post opportunities include sending home a copy of the Home Connections card (p.102) and a walking field trip to the Adams County Courthouse to see the wild turkey in the taxidermy showcase.

Indicate any modifications you will make to the activity or components within: For the “Wild Turkeys” game, plan to do only the food and water part first, than add in the predator part later. If unable to get outside due to weather, will consult with PE instructor to see if it could be played during 2 sessions of PE.

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

Nonfiction books: (also available on Exploration Table)

All About Turkeys by Jim Arnosky (read about wild turkey facts)

Turkeys on the Farm by Mari C. Schug (to compare/contrast)

Wild Turkeys by Dorothy Hinshaw Patent

Fiction books: (use as extra reading and/or use in Listening Center)

Over the River: A Turkey’s Tale by Derek Anderson (and cassette/cd)

10 Fat Turkeys by Tony Johnston (and cassette/cd)

A Plump and Perky Turkey by Teresa Bateman (and cassette/cd)

Small Group/Center:

Turkey in a Chair from The Mailbox: *Simply Seasonal ABCs* resource book (students’ own rhyming book- use for small group reading)

Indicate modifications/considerations for children with special needs:

Check for food allergies/restrictions regarding the turkey tasting. Students unable to do this part can join the small group later for eating the ‘winter food snack’.

Physical modifications will need to be determined based on needs at the time of the activity.

Step-by-step pictures for making the turkey headbands may be helpful for students who are visual learners.

Identify local natural areas, parks, or guests speakers that could be included in activity:

Dan Carl, Adams County Conservation Officer, 641-322-4793 (talk about wild turkeys in Adams County)

Dick Blazek, local avid turkey hunter, 641-322-4656 (talk about wild turkeys)

Matt Johnston, local farmer has raised turkeys for his family, 712-826-8136

Adams County Courthouse has a wild turkey in its taxidermy showcase, 500 9th Street, Corning
grass area of school playground for playing “Wild Turkeys”

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

Literacy

Standard 3: Uses a variety of print and non-print resources to locate and gather information.

L._K.03.01; L._K.03.02; L._K.03.03

Standard 5: Reads, interprets, and responds to a variety of literary and informational texts.

L._K.05.01; L._K.05.02; L._K.05.05; L._K.05.06

Standard 6: Uses speaking and listening strategies for a variety of purposes.

L._K.06.02; L._K.06.03; L._K.06.04; L._K.06.06; L._K.06.07; L._K.06.09

Standard 8: Comprehends and analyzes information received from non-print sources. (Viewing)

L._K.08.01

Math

Standard 1: Acquire and use powerful, flexible and widely applicable skills in all areas of mathematics.

M._K.01.03

Standard 2: Understand and apply basic and advanced properties of the concepts of numbers.

M._K.02.02

Standard 4: Understand and apply basic and advanced properties of the concepts of measurement.

M._K.04.01

Standard 5: Understand and apply basic and advanced properties of the concepts of geometry.

M._K.05.02

Standard 6: Understand and apply basic and advanced concepts of statistics and data analysis.

M._K.06.01; M._K.06.02; S._K.01.05; S._K.01.06; S._K.01.07

Science

Standard 1: Understands and applies the skills of scientific inquiry.

S._K.01.01; S._K.01.02; S._K.01.03; S._K.01.04

Standard 3: Understands and applies concepts, principles, and theories pertaining to life and its interactions.

S._K.03.02; S._K.03.03

Standard 4: Understands and applies concepts and theories pertaining to matter, its composition, and the forces that govern it.

S._K.04.01; S._K.04.02

Social Studies

Standard 8: Understand the connections between science, technology, and society.

SS._K-02.08.02

21st Century: Employability Skills

Standard 1: Communicate and work productively with others

ES._K-02.01.01

Standard 5: Demonstrate productivity and accountability

ES._K-02.05.01; ES._K-02.05.02