

WHEN TURTLE GREW FEATHERS

Kindergarten

Outcome:

Students will explore the theme of friendship as it relates to the story.

Materials:

Poster board or end roll of newsprint
Markers or crayons
Paper
Brown, red, yellow, and orange construction paper
Pencils
Black markers or crayons
Scissors
Glue stick

Cooking Materials:

Toothpicks
Large bowl
Knife
Napkins
Spoons
Plates

Ingredients:

Sliced fruit such as bananas, apples, grapes, and pears
Oranges Carrot rounds
Raisins Celery leaves

Optional:

Brennan, Jan. "Thanksgiving Empathy." *Treasured Time with Five- to Ten-Year-Olds*. Little Rock: August House, 1990. 153.
Hamilton, Martha, and Mitch Weiss. "The Fearsome Monster in Hare's House." *Through the Grapevine*. Little Rock: August House, 2001. 41-44.
--. "The Tail Trade." *Through the Grapevine*. Little Rock: August House, 2001. 25-26.

INSTRUCTIONAL PLAN

Introductory Activity:

- Teacher asks students:
 - what the word "race" means. (a contest of speed)
 - to describe a race in which they have participated.
 - how they would ask a friend to race with them.
 - what the winner and loser should say to each other after a race. (Good job, good race...)
- Teacher organizes a variety of races for the class, including running, hopping, crawling, jumping, wheelbarrow races...)
- Teacher asks what other ways we can race (cleaning up, doing a math problem...)

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Teacher Reading of Story:

- Teacher explains that the students will listen to a story about a race.
- Teacher tells students to listen carefully so that they can answer questions about the race and about friendship.

Questions for Assessing Students' Comprehension:

- Name the animals in the story.
- Where does the story take place?
- Who broke Turtle's shell? How did it happen?
- Why was Turtle upset that his shell was broken?
- What did Turtle do when Turkey did not take the blame for breaking Turtle's shell?
- How did the ants help fix Turtle's shell?
- Why did Turtle let Turkey try on his shell?
- Why were the five Little Bitty Turtles running?
- What did Rabbit challenge Turtle to do?
- Where were they going to race?
- What happened when the race started?
- Who won the race? Why?

Interpretation:

- Why is the story called, *When Turtle Grew Feathers*?
- How did Turtle grow feathers?
- Why do you think Turtle was nice to Turkey and said that they should not fight?
- Why do you think Rabbit challenged Turtle to a race? Would he have challenged Turkey to a race? What other animals might Rabbit have challenged to a race?
- Do you like to race?
- Did Rabbit ask Turtle to race in a nice way?
- Why did Rabbit never challenge Turtle to a race again?
- Do you think he challenged any other animals?
- How would you ask a friend to race?
- What animal would you like to race? Why?
- Which of these animals would you like to have as a pet? Why?
- Why was Rabbit unable to speak after he lost the race?
- Was Turtle glad that he forgave Turkey for breaking his shell?
- What lesson did Turtle learn?
- What lesson did Rabbit learn?
- Why was the race an important part of the story?
- Why is this a story about friendship?

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Follow Up Activities:

• **Create A New Story**

Directions:

- Teacher explains that there can be many versions of a story.
- Teacher tells students the traditional story of *The Tortoise and the Hare*.
- Students compare and contrast the traditional version with *When Turtle Grew Feathers*.
- Students work with a partner to create another version of the story.
- Students share their stories with the class.

• **Visualize the Setting**

Directions:

- Teacher asks students to sit quietly on the floor in a circle and to close their eyes.
- Teacher tells students that they are sitting in the tall grass next to the lake where the race took place.
- Teacher asks students what they would:
 - see at the lake.
 - hear at the lake.
 - feel if they touched the grass or the water in the lake.
- Teacher asks students what else they could touch & what it would feel like.

• **Draw the Setting**

Materials:

Poster board or end roll of newsprint

Markers or crayons

Directions:

- Teacher reviews the book, page by page with the class and asks students to name everything they see in the story setting.
- Teacher asks students to name other things that may also be in the setting but are not pictured or named.
- Teacher helps students plan a map of the area.
- Class creates a map of the setting area.
- Students re-tell the story using the map.
- Map is displayed in the classroom.

• **Bullying**

Directions:

- Teacher tells students Rabbit was acting like a bully; challenging animals that he thought were slower than he to a race.
- Teacher asks students:
 - What does it mean to be a bully?
 - Have you ever been bullied?
 - Describe Rabbit's body language, facial expression, and words.
 - If you want to race with a friend, how would you ask your friend?

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Follow Up Activities cont.:

Bullying cont.

- In small groups, students role-play acting like a bully.
- In small groups, students role-play asking a friend to race or to participate in a contest in a friendly way.
- Compare and contrast the body language, facial expression, tone of voice, and words used in the bully role-play and the friendly role-play.

• **Size Order**

Materials:

Paper

Markers

Directions:

- Teacher writes “Turtle,” “Turkey,” “Rabbit,” “Little Bitty Turtles,” and “ants,” each on a separate piece of paper.
- Teacher chooses five students and gives each one a paper with one of the names on it.
- Students read their animal name aloud and hold up their paper so that the other students can see it.
- Students arrange themselves in size order, from smallest to largest.
- Activity is repeated until each student has had at least one turn.

• **Hands and Feet Turkey**

Materials:

Brown red, yellow, and orange construction paper

Pencils

Black markers or crayons

Scissors

Glue stick

Directions:

1. Teacher helps students trace both of their feet (with shoes on) on brown paper.
2. Students cut out the feet shapes and glue them together at the heel, so that the toes fan out slightly. This is the body of the turkey.
3. Teacher draws suggestions for the turkey’s eyes, wattle, beak, and legs on the board.
4. Students draw the turkey’s eyes onto the body of the turkey with black marker or crayons.
5. Teacher helps students draw and cut out a red circle for a wattle and an orange triangle for a beak.
6. Teacher helps students glue the wattle and beak in the appropriate place on the turkey’s head.
7. Teacher helps students trace around both of their hands on yellow, orange, and red paper.
8. Students cut out their hand shapes.
9. Teacher helps student draw and cut two orange rectangles for legs.
10. Students glue the legs to the back of the turkey body.
11. Students glue the hand print “feathers” to the back of the turkey.

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Follow Up Activities cont.:

• Rhyming Words

Directions:

- Teacher explains that dialogue is a conversation between two or more persons.
- Teacher reviews rhyming words.
- Teacher tells students that there are rhyming words in the dialogue of the story.
- Teacher re-reads story and asks students to raise their hands when they hear two words that rhyme.
- Teacher pauses and students name the rhyming words.
crack / back glass / grass shell / yell fight / right
shell / swell hide / wide huffing / puffing hide / denied
race / face friend / end go / slow
- Teacher asks students, “Why do you think the author used rhyming words in the story?”

• Character Education

Directions:

- Teacher tells students the story emphasizes the character traits of caring, respect, sharing, and resourcefulness.
- Teacher asks students what each word means.
- Students work in small groups to create a skit demonstrating one of these character traits.
- Students present their skits to the class.
- Classmates guess which character trait is portrayed in the skit.

Extensions:

• Turkey Fruit Cup

(Recipe from *Treasured Time with Five- to Ten-Year-Olds* by Jan Brennan)

Materials:

Toothpicks
Large bowl
Knife
Napkins
Spoons
Plates

Ingredients:

Sliced fruit such as bananas, apples, grapes, and pears
Oranges Carrot rounds
Raisins Celery leaves

Directions:

1. Cut the oranges in half and scoop out the sections.
2. Dice the fruit.
3. Add the orange pieces to the sliced fruit.

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Extensions cont.:

Turkey Fruit Cup cont.

4. Fill the orange shells with fruit.
5. Add a toothpick for a neck, a carrot round for a head, and a half toothpick for a beak.
6. Stick a few celery leaves in the back of the cup for feathers.
7. Enjoy the fruit salad snack.

• Compare and Contrast

- Teacher reads “The Tail Trade” on Page 25 in *Through the Grapevine* by Martha Hamilton and Mitch Weiss. Students compare and contrast this story (about a beaver and muskrat who change tails) to *When Turtle Grew Feathers*.
- Teacher reads “The Fearsome Monster in Hare’s House” on Page 41 in *Through the Grapevine* by Martha Hamilton and Mitch Weiss. Students compare and contrast this animal friendship tale that includes a bully to *When Turtle Grew Feathers*.