

WHEN TURTLE GREW FEATHERS

Pre-Kindergarten

Outcome:

Students will learn about friendship and the characteristics of good friends.

Materials:

Book, *When Turtle Grew Feathers*

Small white paper bowls (7 inches suggested size)

“Turtle Parts Pattern” worksheet

Scissors

Glue sticks

Green, black, and brown markers

Dried gourds

Knife

Dried rice, seeds, or dry beans

Masking or electrical tape

Cardboard paper towel roll

Wax paper

Rubber bands

Empty coffee can with lid or empty oatmeal container with lid

Markers or crayons

Paper

Cardboard tubes from toilet paper roll

Pencils

Cooking Materials:

Toothpicks

Vegetable peeler

Bowl

Plates

Ingredients:

Apples

Large marshmallows

Raisins

Small colored marshmallows

Carrots

Ice water

Optional:

Brennan, Jan. “Learning About Friends By Being One.” *Treasured Time with Five- to Ten-Year-Olds*.

Little Rock: August House, 1990. 123-124.

Hamilton, Martha, and Mitch Weiss. “Taking the Bad With the Good.” *Through the Grapevine*. Little

Rock: August House, 2001. 30-32.

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INSTRUCTIONAL PLAN

Introductory Activity:

1. Teacher tells students that they are going to talk about friendship.
2. Teacher asks students to tell *how* to be a good friend.
3. Teacher asks students to tell what one should *not* do, if one wants to be a good friend.
4. Teacher encourages students to talk about their friends and experiences with friendship.
5. Teacher asks students to share songs that they know about friendship.
6. Teacher teaches students friendship songs.

“Three Best Friends”

(Sung to the tune of “Three Blind Mice”)

Three best friends, three best friends,
See how they play, see how they play,
They all ran after the soccer ball,
They help each other if one should fall,
Did you ever see such a threesome all
Of the three best friends?

“Jack and Bill”

(Sung to the tune of “Jack and Jill”)

Jack and Bill
Are friends until
The sun no longer rises;
They’re so tight,
They seldom fight,
And love to share surprises.

Jack and Bill
Are friends until
The stars fall from the sky:
They go everywhere,
They like to share,
And they see eye to eye.

(Songs from *Treasured Time with Five to Ten Year Olds* by Jan Brennan.)

Teacher Reads Story:

Materials:

Book, *When Turtle Grew Feathers*

Directions:

- Teacher informs students that they will listen to a story about animals.
- Teacher tells students to listen carefully so that they can talk about the animals’ friendship.

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Questions for Assessing Students' Comprehension:

- Name the animals in the story.
- Where does the story take place?
- What happened when Turkey stepped on Turtle?
- What did Turtle do when Turkey was not sorry for stepping on his shell?
- Did the ants do a good job sewing Turtle's shell back together?
- Who did Turtle let try on his shell? Why?
- What did the five Little Bitty Turtles say?
- When the Rabbit saw Turtle, what did he want to do?
- Who won the race? Why?

Interpretation:

- How did Turtle grow feathers?
- Why did Rabbit challenge Turtle to a race? Do you think he would have challenged Turkey to a race?
- Do you like to race?
- What animal would you want to race?
- Name any animals that you would *not* want to race.
- Why did Rabbit never challenge Turtle again?
- What lesson did Rabbit learn?
- Was Turtle glad that he forgave Turkey and tried to be friends with him? Why?
- What lesson did Turtle learn?
- Rabbit did not ask Turtle to race in a nice way. How would you ask a friend to race with you?

Follow Up Activities:

• **Act It Out**

Directions:

- Teacher reviews story, including plot, sequence, and characters with students.
- Teacher discusses the body language and facial expressions of the characters, using illustrations from the book.
- Teacher asks students what they think each character's voice would sound like.
- Teacher divides the class into small groups (at least 5 members per group) and asks students to act out the story.

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Follow Up Activities cont.:

• **Paper Bowl Turtles**

Materials:

Small white paper bowls (7 inch size suggested)

“Turtle Parts Pattern” worksheet

Scissors

Glue sticks

Green, black, and brown markers

Directions:

1. Students use markers to color turtle’s head, tail, and legs from “Turtle Parts Pattern” worksheet.
2. Students cut out the turtle’s head, tail, and legs.
3. Students turn bowl upside down and use markers to color turtle’s shell.
4. Students glue turtle’s head, tail, and legs to bowl’s underside rim.
 - Turtles can be green, brown, or black.
 - Spotted turtles are covered with polka dots.
 - The older the turtle is, the more spots he has.
 - Teacher asks students, “How old is *your* turtle?”

• **Inferences**

Directions:

- Teacher reads the following descriptions and students guess what animal is being described.
 1. I have fur and long ears. My long back legs help me hop quickly. Who am I? (Rabbit)
 2. I am a large bird. I have a long neck. I say, “Gobble gobble.” Who am I? (Turkey)
 3. I am very slow. My shell is my home. I can live on land or in water. Who am I? (Turtle)
 4. I am very small. I can be black or red. I crawl on the ground. If you drop food on the ground, my friends and I will soon find it. Who am I? (Ant)
- The animals in the next six inferences are not in the book, but they may live in the same setting as the animals in the story.
 5. I am black and white. I am furry. Sometimes I give off a bad smell. Who am I? (Skunk)
 6. I am brown and I run fast. I have a white tail. I have antlers. Who am I? (Deer)
 7. I am big and I can gallop fast. I eat hay and I say, “neigh.” If someone rides on me, I wear a saddle. Who am I? (Horse)
 8. I am green. I like to hop. I live near the pond. Who am I? (Frog)
 9. I am usually gray. I am small. I like to collect acorns and run up trees. Who am I? (Squirrel)
 10. I have fins and a tail. I swim in the pond. I can breathe under water. Who am I? (Fish)

• **Musical Instruments**

- Teacher informs students the author of the story, Tim Tingle, accompanies his telling of stories with a Native American flute and an assortment of gourd rattles and drums.
- Teacher tells students they will make musical instruments and then re-read or re-tell the story using the musical instruments.
- After retelling the story with the instruments, teacher asks students, “How do the instruments add to the telling of the story?”

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Follow Up Activities cont.:

Musical Instruments cont.

➤ **Gourd Maraca**

Materials:

Dried gourds

Knife

Dried rice, seeds, or dry beans

Masking or electrical tape

Directions:

1. Teacher cuts a hole in the dried gourd.
2. Students put dried rice, seeds or dry beans inside gourd.
3. Teacher helps students cover hole with tape.

➤ **Shakers**

Materials:

cardboard paper towel rolls, one for each student

Dried rice or dried beans

Wax paper

Rubber bands or masking tape

Directions:

1. Teacher cuts two pieces of wax paper, making each piece several inches larger than open ends of the paper towel roll.
2. Students place one piece of wax paper over one end and secure with a rubber band or masking tape.
3. Students fill each tube with a different amount of rice or beans.
4. Students place wax paper over open end of tube and secure with a rubber band or masking tape.
5. Students make a variety of rhythms by tapping loud and soft; fast and slow.
- Teacher asks students:
 - How do the shakers that have only a small amount of beans or rice sound?
 - How do the shakers that have a lot of rice and beans sound?
 - Which sounds do you like the best?

➤ **Drums**

Materials:

Empty coffee cans with lids or empty oatmeal containers with lids

Tape

Markers or crayons

Paper, pre-cut to lengths that will fit around the container with some overlap

Directions:

1. Students secure the lid of the coffee can or oatmeal container with tape.
2. Students decorate paper with crayons or markers.
Optional: Teacher shows pictures of simple Native American designs for the students to copy.
3. Wrap paper around container and secure with tape.

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Follow Up Activities cont.:

Musical Instruments cont.

Drums cont.

4. Students experiment tapping the drum with different parts of their hands to make a variety of sounds.
5. Students make a variety of rhythms by tapping loud and soft; fast and slow.
Optional: Students use pencils with erasers or plastic spoons to vary the sounds produced.

➤ **Humming Flutes**

Materials:

Cardboard tubes from toilet paper roll, one for each student

Wax paper

Rubber bands or tape

Pencils

Directions:

1. Students use a pencil to punch three holes in cardboard tube, about one inch apart.
2. Students cover one end of tube with a piece of wax paper that is cut several inches larger than the tube opening.
3. Students secure wax paper with rubber band or tape.
4. Students hum into open end of tube, moving their fingers over the holes.
 - Teacher asks students:
 - How does this flute differ from a real flute?
 - Does the sound change when you cover different holes?

● **Size Order**

Directions:

- Teacher reminds students that there are 5 different animals in the story (Turtle, Rabbit, Turkey, Baby turtles, and Ants.)
- Teacher asks students which animal is the smallest?
- Teacher asks students to order the animals by size from smallest to largest. (Ants, Baby turtles, Turtle, Rabbit, Turkey)

● **Animal Movement**

Directions:

- Teacher tells students all of the animals in the book move in specific ways.
- Teacher asks students to describe how each animal moves.
- Students show how each animal moves.
 1. Turtle (on tip toes and finger tips, slowly, crawling...)
 2. Turkey (strut, flap wing, stretch neck...)
 3. Rabbit (hop quickly)
 4. Horse (walk, trot, gallop...)
 5. Kangaroo (hop with hands held in front)
 6. Fish (swim movements with arms and legs...)

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Follow Up Activities cont.:

Animal Movement cont.

7. Duck (waddle...)
 8. Snakes (slither and wriggle)
 9. Crab (sitting down on the floor and using hands and feet to move)
 10. Bear (on all fours, move same leg and same arm together)
- Teacher asks students to name other animals and to tell and show how they move.
 - Activity continues as a guessing game.
 - Students each move like an animal.
 - Classmates guess the animal.

Extensions:

• Apple Turkey

Materials:

Toothpicks
Vegetable peeler
Bowl
Plates

Ingredients:

Apples	Large marshmallows
Raisins	Small colored marshmallows
Carrots	Ice water

Directions:

1. Wash and dry apples and carrots.
2. Teacher uses the vegetable peeler to cut thin carrot strips. Strips are placed in cold water to curl.
3. Use toothpick to attach large marshmallow to apple to form head.
4. Push raisins into large marshmallow to form eyes.
5. Attach toothpicks to tail side of apple turkey. Place small marshmallows on tips of those toothpicks to form “feathers.”
6. Use curled carrot strips to form wings and wattle. Attach to body with toothpicks.

• Compare and Contrast

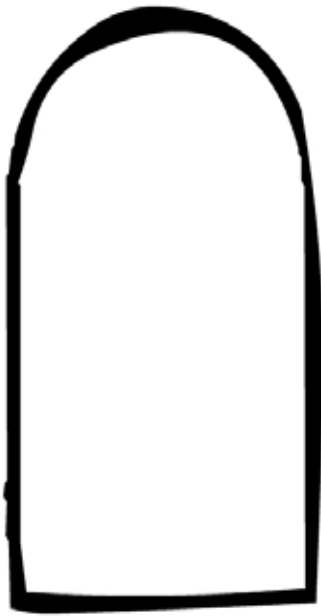
- Teacher reads “Taking the Bad With the Good” on Page 30 in *Through the Grapevine* by Martha Hamilton and Mitch Weiss. This is a friendship tale about a monkey and a rabbit. They were each annoyed with the habits of the other. In the end, they decided that their habits were natural for them and that since they were friends, they should just ignore them.
- Students compare and contrast this story with *When Turtle Grew Feathers*.
- Students enjoy scratching like a monkey and twitching their noses like a rabbit as the story is told.

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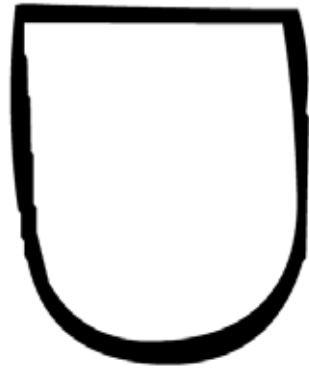
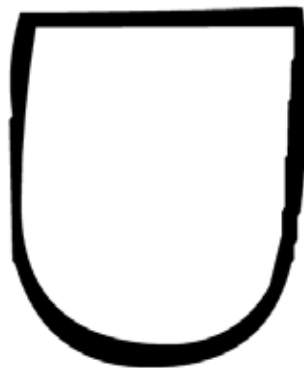
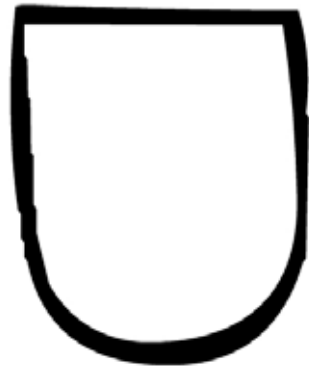
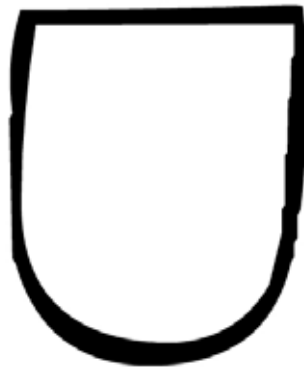
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Name _____ Date _____

Turkey Parts Pattern



head



legs



tail