

ALL ABOUT WILD TURKEYS



Time: approximately 60 minutes (can be divided into smaller blocks of time)

Instructional Goals:

- The student will research wild turkeys using *PebbleGo Animals*.
- The student will learn how to navigate a nonfiction database article using section heading tabs to find needed information.

Integrated Content Standards:

- AASL Standards Framework for Learners (<http://standards.aasl.org/wp-content/uploads/2017/11/AASL-Learner-Framework-Spread.pdf>)
- Common Core English Language Arts/Literacy Standards (www.corestandards.org/ELA-Literacy/)
- National Educational Technology Standards for Students (<https://www.iste.org/standards/for-students>)
- NCTE/IRA Standards for English Language Arts (www.ncte.org/standards/ncte-ira)
- Next Generation Science Standards (www.nextgenscience.org/)

Materials/Resources:

- **PebbleGo Animals** online database
- **All About Wild Turkeys Handout**—one for each student; either cut out the background around the turkey's head beforehand or have students cut around the turkey's head so the fact feathers will show (Figure 1)
- **Fact Feathers**—copies of instructionally appropriate fact feathers for each student and/or group; either cut out the feathers beforehand or have students cut out the feathers.
- Scissors
- Glue or tape
- Crayons

Procedures/Lesson Activities:

Focus

1. Ask students: What do many people traditionally eat in the United States for their Thanksgiving meal? (Turkey)
2. Ask students: What do you know about wild turkeys? Begin a list of student answers. Post the list for future reference.

Teach/Model

3. Ask students what they would like to learn about wild turkeys. List their ideas.
4. Have students brainstorm what sources they could use to learn more about wild turkeys.

Guided Practice



5. Explain that **PebbleGo Animals** is an online database with nonfiction information about wild turkeys.
6. If needed, demonstrate how to log into **PebbleGo Animals** and navigate to the Wild Turkeys article.
7. Show students the tabs at the top of the Wild Turkeys article. Explain that these tabs are section headings. The section headings tell the type of information that is found in that section of the article.
8. Read through the section headings—Body, Habitat, Food, Life Cycle, Fun Facts, and Related Articles. Discuss the types of information that might be found in each section. Explain that the Related Articles section gives suggestions for other topics similar to Wild Turkeys that you might be interested in.
9. If needed to check for understanding, ask students which section you should click on if you wanted to know what wild turkeys eat. (Food)
10. Give each student or pair of students copies of the **Fact Feathers**. (Note: To aid in differentiation, there are several fact feather options. Choose the best option for your students. If you choose the blank fact feathers, discuss with students how you would like the feathers labeled.)
11. Tell students they will need to write down the appropriate wild turkey facts on each feather.

Independent Practice

12. Allow time for students to complete their **Fact Feathers**.
13. As a class, review the wild turkey facts that students recorded on their **Fact Feathers** while looking at their original list from Focus Activity 2. Make adjustments to the original list as students realize misconceptions. Star or otherwise note the information reinforced by their research in **PebbleGo Animals**.

Closure

14. Give each student or pair of students an **All About Wild Turkeys Handout**. If desired, have students tape or glue their **Fact Feathers** to the back of the handout.
15. Have students write their answer to the question “What have you learned about wild turkeys?”
16. Have students write **PebbleGo Animals** in their bibliography. If needed, remind students that writing the name of their information source is a necessary part of research. (By writing the name of their source for others to see, they are giving credit to the source and following copyright law.)
17. Students may color their wild turkey and feathers before they are displayed.

Extend/Enrich

- Have students design a disguise for their turkey to wear over Thanksgiving to avoid becoming a Thanksgiving meal. Ask students to write a story about their turkey and how it escapes using the disguise.
- Read a fiction book with an anthropomorphic turkey character. Compare and contrast real turkeys with the fictional character using a Venn diagram or t-chart.



by: Christa Harker
Date: June 18, 2018

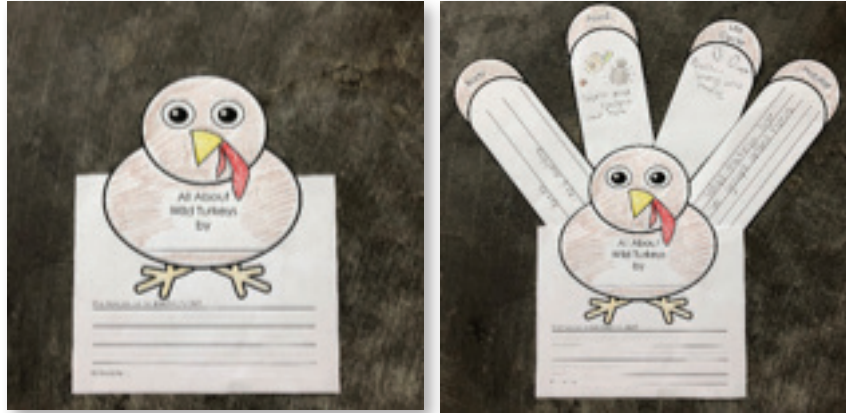
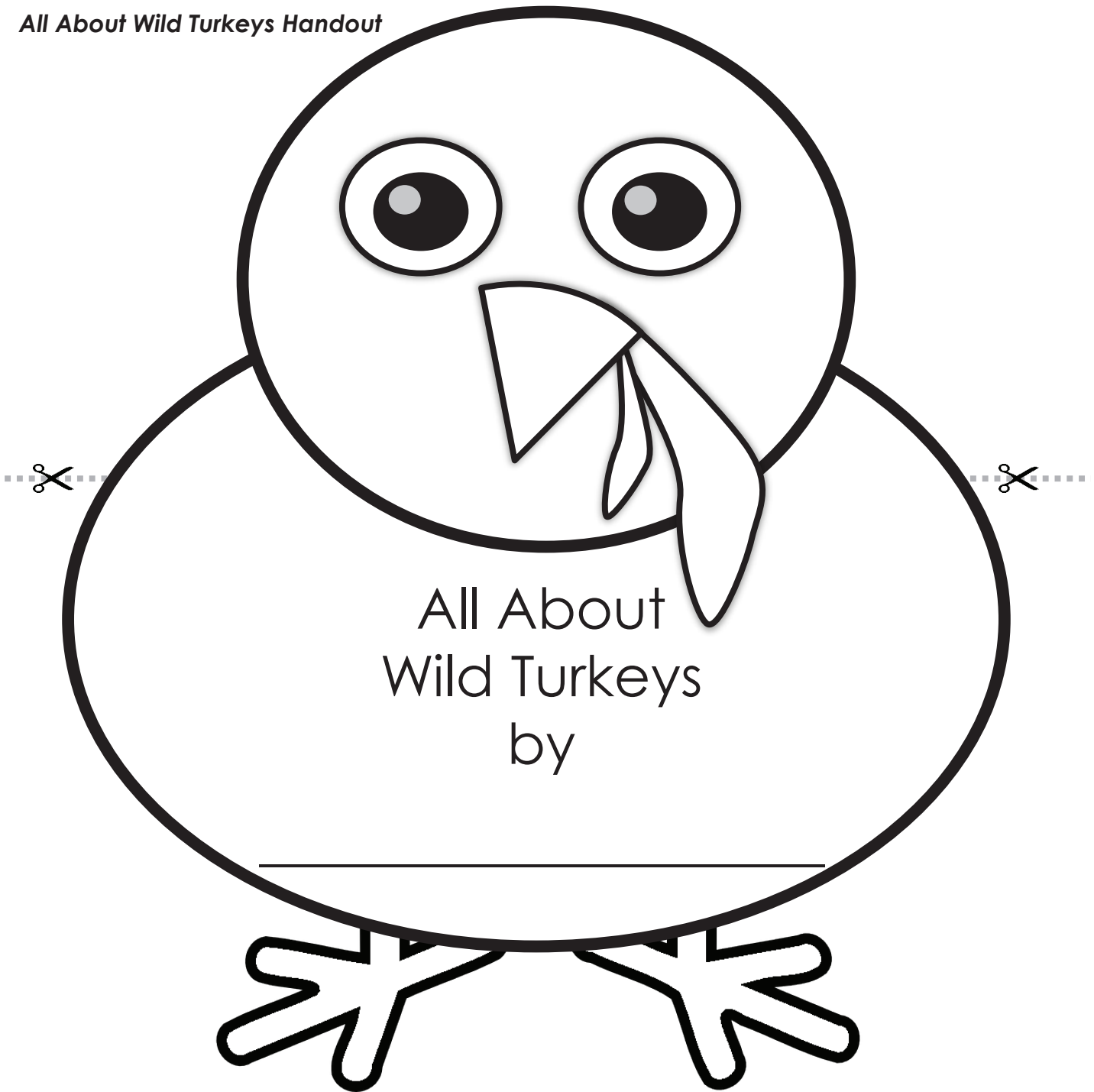


Figure 1 Cut around the turkey's head so the facts on the feathers will be visible.



What have you learned about wild turkeys?

Bibliography: _____

Body

Habitat

Fact Feathers (unlined with headings)

Life
Cycle

Food

Fact Feathers (unlined with headings)

Fact Feathers (lined without headings)

A large feather-shaped template with a double-lined border. The top is rounded, and the bottom is pointed. Inside, there are seven vertical lines for writing: a solid line on the left, a dashed line, a solid line, a dashed line, a solid line, a dashed line, and a solid line on the right.

A second large feather-shaped template, identical to the first one, with a double-lined border and seven vertical writing lines (solid, dashed, solid, dashed, solid, dashed, solid).

Fact Feathers (unlined without headings)

