A TEACHER’S GUIDE

SUGGESTED GRADE LEVEL: 1ST - 2ND

TURKEY TROUBLE

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ILLUSTRAED BY LEE HARPER

Watch the video of actor Marc Maron read this story at storylineonline.net
ABOUT THIS STORY

SYNOPSIS

Turkey is in trouble. Bad trouble. The kind of trouble where it’s almost Thanksgiving . . . and you’re the main course. But Turkey has an idea—what if he doesn’t look like a turkey? What if he looks like another animal instead? After many hilarious attempts, Turkey comes up with the perfect disguise to make this Thanksgiving the best ever!

THEMES IN THE STORY

Problem-solving, perseverance, Thanksgiving
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ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textural evidence. Standards listed below are for 1st and 2nd grades but can be adapted to kindergarten standards.

BEFORE VIEWING

Standards: CCSS.SL.1.1, CCSS.SL.2.1

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure:

Step 1: Build background for students by discussing Thanksgiving Day family traditions.

Step 2: Ask students what they think it would be like to be a turkey around Thanksgiving.

Step 3: Introduce the book, *Turkey Trouble*, and ask students what trouble a turkey might have around Thanksgiving.

Step 4: Have students predict what might happen in the story.

DURING VIEWING

Focus: Making predictions

Standards: CCSS.SL.1.2, CCSS.SL.2.2, CCSS.RL.1.7, CCSS.RL.2.7

Objective: Students will listen to story and answer teacher posed questions appropriately.

Procedure: Stop story at appropriate parts to ask questions or pose prompts.

Beginning
- Why is Turkey in trouble? What do you think his idea will be?

Middle
- Why does Turkey keep changing his disguises?
- What disguise will Turkey have next?
- How do you think Turkey feels when Farmer Jake comes looking for him?

End
- What do you think Turkey’s “one more idea” will be? (Turkey in garden)
- Why was this Thanksgiving Turkey’s best Thanksgiving ever?
**After Viewing**

**Standards:** CCSS.RL.1.2, CCSS.RL.1.3, CCSS.RL.1.5, CCSS.RL.2.2, CCSS.RL.2.3, CCSS.RL.2.5

**Objective:** Students will summarize the story by using a story map to determine key ideas.

**Materials:** Story Map (see page 8)

*Teacher Prep:* Prepare on chart paper or display on interactive white board:
- Story map
- Essential Question: How can we use a story map to summarize a story?

**Procedure:**

**Step 1:** Display the Essential Question and ask students what it means to summarize a story?

**Step 2:** Make sure students understand that when we summarize a story we include only the important, or key ideas: characters, setting, problem, and solution. A story map can help us pick out the key ideas for a summary.

**Step 3:** Distribute the story map and explain that as we reread *Turkey Trouble*, we will think about the important details and write it in the story map.

**Step 4:** Replay the story, stopping periodically to think aloud and fill in the information on the story map while students fill in the information on their copy.

- **Characters/Setting:** Turkey, animals, Farmer Jake/ Farm
- **Problem:** Turkey doesn’t want to be Thanksgiving dinner.
- **What does the character do to try to solve the problem?** Turkey tries to disguise himself as different farm animals. Turkey makes a pizza and disguises himself as a pizza delivery man.
- **Is the problem solved? How?** Yes, Farmer Jake and his family have pizza instead of turkey for Thanksgiving dinner.
- **How does the story end?** Turkey had the best Thanksgiving ever!

**Step 5:** After reading the story, review the information on the story map. Explain that we can use this story map to write a few sentences that will give us a summary of the story.

**Step 6:** Pair students and have them verbally summarize the story using the story map.

**Step 7:** Students write a summary through teacher guided writing, with a partner, or independently.

**Reading Response**

**Standards:** CCSS.RL.1.1, CCSS.RL.2.1

**Objective:** Students will answer the prompt using at least two details from text to support the response.

**Reading Prompt:** Do you think Turkey is clever? Use details from the story to support your response.
**Writing**

**Standards:** CCSS.W.1.1, CCSS.W.2.1

**Objective:** Students will write a persuasive piece using grade appropriate sentence structure and spelling.

**Writing Prompt:** Pretend you are Turkey. Explain why people should eat pizza instead of turkey for Thanksgiving dinner.

**Materials:** Writing tools
Chart paper or interactive white board

**Procedure:**

Step 1: Show and read the writing prompt to students.

Step 2: Pair students and have them discuss the prompt.

Step 3: Gather students together and record on chart paper or interactive white board a list of student generated reasons to eat pizza instead of turkey.

Step 4: Have students use the list to write their opinion piece.
ACROSS THE CURRICULUM ACTIVITIES

MATH – NUMBER SENSE ACTIVITY

Students show various ways to represent numbers. This activity can be adapted to each grade level to meet the needs of your math curriculum.

MATERIALS —
Featherless turkey drawing (Google It!)
Feathers (see Teacher Prep)
Crayons

Teacher Prep:
After making student copies of turkey, write a different number on each turkey.
Feathers: Use construction paper to precut feathers or draw 5 feathers on a sheet of paper.
Make a copy for each student. Students color the feathers.

PROCEDURE —
Step 1: Explain to students that they will show different ways to represent the number on the turkey. They can use addition or subtraction facts, tally marks, expanded place value form, etc.
Step 2: Record each representation on a turkey feather (color the feathers, if using a copy).
Step 3: Cut out each feather and glue on the turkey drawing.
Step 4: Color the turkey.
Step 5: Share representations with class.

ART – MAGIC PEBBLES

MATERIALS —
Turkey drawing – Google It!: Turkey disguise project drawing
Colored daper, material, or foam cut into 6 inch squares
Art supplies such as google eyes, pipe cleaners, cotton balls, sequins, etc.
Glue
Crayons

PROCEDURE —
Step 1: Distribute the turkey drawing sheet.
Step 2: Students use the supplies to create a disguise for their turkey.

SCIENCE/TECHNOLOGY – FARM ANIMALS

Students learn about farm animals and why they are important to a farm.

MATERIALS —
Farm Animal Graphic Organizer (see page 9)
Computers with internet access and printer
Large pieces of paper
Crayons or markers
Glue
Scissors

Teacher Prep: Make a list of appropriate internet sites for research and display list.
PROCEDURE —

Step 1: Tap knowledge and build background about farms and farm animals through group discussion.

Step 2: Ask students to name the farm animals that lived on Turkey’s farm and make a class list (don’t forget Turkey).

Step 3: Add students’ ideas of what other animals live on a farm to the class list.

Step 4: Explain to students that each of the farm animals have a job on the farm. For example, a cow gives milk. Some animals provide food for people, as well.

Step 5: Explain to students that they will be using the internet to research the animals to learn more about the animals and their jobs on a farm.

Step 6: Provide students with a list of appropriate internet sites to explore and model how to access sites on the computer.

Step 7: Pass out the Farm Animal Graphic Organizer. Instruct students to choose an animal from the class list and use the graphic organizer to gather the information needed.

Step 8: Instruct students on how to use Google Images to find and save a picture of their animal to the computer. Provide further instruction on how to print the picture.

Step 9: Make a poster with the name of the animal, a picture, and the information gathered on the graphic organizer.

Step 10: Present posters to class.
### STORY MAP
Summarize the story by using a story map.

<table>
<thead>
<tr>
<th>Characters/Setting</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem</strong></td>
<td></td>
</tr>
<tr>
<td>What does the character do to try to solve the problem?</td>
<td></td>
</tr>
</tbody>
</table>
| Is the problem solved?  
  How? |  |
| How does the story end? |  |

Use the story map to write a short summary of the story.

Name: __________________________________________

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# Farm Animal Graphic Organizer

**Animal Name:** 

<table>
<thead>
<tr>
<th>Physical Features</th>
<th>Diet</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Jobs on the Farm</th>
<th>Interesting Facts</th>
</tr>
</thead>
</table>

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**Name:** 

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*About This Guide:* The purpose of this guide is to enhance the ELA curriculum by providing quality children’s literature to engage students in listening to expressive read alouds. Suggested story related activities are aligned with ELA Common Core Standards.
ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation’s Emmy® nominated children’s literacy program Storyline Online® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online® receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

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