

### About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 303

#### Book Summary

We love to eat them, but how much do we know about the feathered bird that feeds us on Thanksgiving? *Turkeys in the Trees* describes one boy's encounter with a flock of wild turkeys. As Tom learns about the bird that is central to Thanksgiving celebrations, so will your students. Use this easily accessible story to teach students about characters and setting as well as adjectives, and to provide them factual background about a favorite holiday.

### About the Lesson

#### Targeted Reading Strategy

- Ask and answer questions

#### Objectives

- Ask and answer questions to understand text
- Identify characters and setting
- Alliteration
- Identify initial consonant *Tt*
- Recognize and use adjectives
- Identify and use onomatopoeia

#### Materials

**Green text** indicates resources are available on the website.

- Book—*Turkeys in the Trees* (copy for each student)
- Chalkboard or dry-erase board
- Photograph of a turkey, an eagle, and an ostrich
- A book of tongue twisters
- **Story elements, initial consonant *Tt*, adjectives worksheets**
- **Discussion cards**



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- **High-frequency words:** *are, in, them*
- **Content words:**  
 Story critical: *feathers (n.), gobble (v.), Pilgrims (n.), tracks (n.), turkey (n.), wild (adj.)*

### Before Reading

#### Build Background

- Ask students to raise their hand if they celebrate Thanksgiving. Have students share with a partner what they and their family do on Thanksgiving. Ask volunteers to share what they eat on the holiday. Point out that a majority of children eat turkey.

- Tape a picture of a turkey, an eagle, and an ostrich to the board. Ask students to point at the turkey. Explain to students that in their story, they will learn information about this bird, including what it looks like before it's cooked.

## Book Walk

### Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Turkeys in the Trees*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

### Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that good readers ask questions about the story before and during reading, and then look for answers as they read. Asking and answering questions will help a reader better understand and remember what they are reading.
- Model asking questions.  
*Think-aloud: I know that good readers ask questions even before they start reading a story. When I look at the cover of this story, I see a young boy and an older woman looking up at a bird flying in the air. I know the title of the story is Turkeys in the Trees, so my first question is: Is that bird on the cover a turkey? I have another question: Who are the two people on the cover?*
- Write these questions on the board. Have students preview the cover and title pages. Ask them to share with a partner a question they have about the story. Invite volunteers to share their questions, and record these on the board as well.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Story elements: Identify characters and setting**

- Review or explain to students that most stories contain the main elements of setting, characters, and plot. Write the words *characters* and *setting* on the board. Remind students that *characters* are the *people or animals* in the story, and the *setting* is *where and when* the story takes place.
- Model how to identify characters and setting in a familiar story.  
*Think-aloud: In the story Little Red Riding Hood, Little Red Riding Hood is bringing food to her sick grandmother in the woods, but the Big Bad Wolf has other plans for her. He tries to eat them both, and they are saved only because the Woodcutter arrives to help them. The characters in this story are Red Riding Hood, the Big Bad Wolf, Red's grandmother, and the Woodcutter, because they are the people and animals in the story. The story happens in the woods and in the grandmother's cottage, during the day, and these places and times are all part of the setting of the story.*
- Draw pictures that represent the characters and the setting on the board.
- Divide students into groups and assign each group a story the class read earlier in the year. Have groups determine the characters and setting for their story, and then ask each group to share their findings by drawing pictures on the board and explaining them to the rest of the class.

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 4, you might say: *Point at the tracks on the path. What are tracks? That's right, tracks are the marks people or animals make when they walk. What animal makes tracks that look like those in the picture?*

- Remind students to look at the picture and use the rest of the sentence to figure out a difficult word. For example, point to the word *feathers* on page 11 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows a Native American pulling out a bow and arrow. Now I am going to read the sentence and use the rest of the words in this sentence to help me figure out what this word means. The sentence tells me that the Native Americans used this part of the turkey on arrows and clothing. I wonder what part of the turkey they used. Turkeys have eyes and beaks and feathers and feet. It seems weird to use the eyes or feet. I know that a lot of people decorate with feathers. Also, I see in the picture that the arrows have feathers on them. The word feathers starts with the /f/ sound, just like this word. The sentence makes sense with this word. The word must be feathers.*

### Set the Purpose

- Have students use what they know to ask questions, and remind them to search for answers as they read. Ask students to focus on the characters and the setting of the story.


## During Reading

### Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*Tom*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place their finger on the page number in the bottom corner of page 3. Have them read to the end of page 7, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model asking and answering questions.  
**Think-aloud:** *After reading the first part of the story, I now have answers to both of the questions I asked earlier. That bird is a turkey, just as I thought. I also know the boy and the woman are Tom and his grandmother. I may have found the answers to these questions, but a good reader doesn't only ask questions at the beginning of a story, but also while she is reading. For instance, I wondered what bird made the tracks in the sand, and I learned a turkey made them. I have some new questions I asked myself while I was reading that I don't know the answers to, yet. Why are the turkeys sitting in the trees? What else can turkeys do? I will look for the answers to these questions as I read.*
- Record your answers under the questions written on the board. Have students point to the questions on the board that now have answers. Invite volunteers to share the answers they learned to these questions, and record the answers under the appropriate question on the board.
- Record your new questions on the board. Have students work with a partner to write new questions on a separate sheet of paper. Encourage students to write down all their questions as they read.
- Review the characters and settings from others stories that are recorded on the board. Ask students to identify and describe to a partner the characters in this story. Invite volunteers to come to the board and draw pictures of the characters.
- Discuss with the class how the characters of Tom and his grandmother are different from the characters of the wild turkeys. Point out that Tom and his grandmother are main characters in the story, because they play a more important role in the story.
- Introduce and explain the [story elements worksheet](#). Have students draw a picture of one character in one of the *Character* circles on the page. Have students write at least two words or phrases that describe the character in the circle.
- **Check for understanding:** Have students read to the end of page 11. Encourage them to write down the questions they asked as they read, and answers they found, on their separate sheet of paper. (Invite volunteers to share, and accept all answers that show students understand how to ask and answer questions.)
- Have students identify additional characters from the story (the Native Americans and the

Thanksgiving turkeys are possibilities). Have students discuss with a partner the setting of the story. Remind them to think about the place, the time, and the season. Have students fill in one of the *Setting* circles on their worksheet, using just one aspect of the setting (for instance, just the place, or just the time, or just the season).

- Have students read the remainder of the book. Remind them to ask and answer questions and record them on their separate sheet of paper, and think about how they would describe the characters and setting of the story.

 Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

## After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

## Reflect on the Reading Strategy

- **Think-aloud:** *As I read the story, I found more answers. I learned that the turkey was in the tree because turkeys sleep in trees, and I discovered that turkeys eat bugs and seeds. I had new questions as I read—such as, why were the turkeys purring and not gobbling; and I discovered the answers to that question: only the big tom turkeys gobble. Asking questions and seeking for the answers helped me to remember and understand the story.*
- Record your answers on the board.
- Ask students to review the questions they wrote on a separate sheet of paper. Have them share with a partner answers they discovered while reading. Invite volunteers to share their questions and answers.
- Point out that not all questions are answered in every book. Have students share any questions they were not able to answer. Explain that some questions can be answered with further research, and some questions have to be answered with their own creative thinking. Discuss with students where they can find more answers about turkeys.

## Reflect on the Comprehension Skill

- **Discussion:** Discuss the characters and settings in the story. Invite volunteers to come to the board to draw pictures for each one. Ask students to think-pair-share with a partner about words that would describe these elements: think on their own, pair with their partner and discuss, and finally share their ideas with the class. Invite volunteers to come to the board and add descriptive words to each of the pictures representing characters and setting.
- **Independent practice:** Have students complete the story elements worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned a lot of information about the wild turkey. It's good to know the reasons why we have certain traditions on holidays, like eating turkey on Thanksgiving, and also to know facts about the objects involved. What other holiday traditions do you have that you are curious about? What are some animals or objects that are special to specific holidays? Where could you go to learn more information about these topics?

## Build Skills

### Phonological Awareness: **Alliteration**

- Write the following sentence on the board: *Tom talks to turkeys.* Read the sentence aloud and then have students read it with you. Ask students to share with a partner what they notice about the sounds in this sentence.

Lesson Plan (*continued*)


# Turkeys in the Trees

- Explain to students that when most of the words in a sentence begin with the same letter, we call it *alliteration*. Point out that writers sometimes like to use the rhythm that alliteration provides.
- Read to students from a book of tongue twisters. Read each one slowly and have students identify the letter that creates the alliteration in each example. Then have students practice saying the tongue twister as quickly as they can.
- Have students read page 15 with you, and point at the sentence that has alliteration ("*Tom turkey?*" *Tom laughed.*). Remind them that most words in the sentence need to start with the same letter for it to be alliteration.
- **Check for understanding:** Write several sentences on the board, some that are alliterative and some that are not. Have students work with a partner to read each sentence and identify the ones that use alliteration. Have students count the number of sentences that use alliteration and hold up that number of fingers in the air. Invite volunteers to come to the board and circle the alliterative sentences.

## Phonics: Initial consonant Tt

- Write the word *turkey* on the board and say it aloud with students.
- Have students say the /t/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /t/ sound in the word *turkey*.
- Have students practice writing the letter *Tt* on their desk with their finger while saying the /t/ sound.
- **Check for understanding:** Write the following words that begin with the /t/ sound on the board, leaving off the initial consonant: *tree*, *Tom*, *tall*, *track*, *tin*, and *top*. Say each word, one at a time, and have students write the words on a separate sheet of paper and add the initial *Tt* to each word.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant Tt worksheet](#). If time allows, discuss their answers.

## Grammar and Mechanics: Adjectives

- Write the following sentence on the board: *Her house was in the deep woods*. Read the sentence aloud with students. Ask students to identify the nouns in the sentence (house, woods). Ask students to point at the word that describes the word *woods* (*deep*).
  - Explain to students that an *adjective* is a word that *describes a noun*, or describes a person, place, or thing.
  - Place a toy at the front of the class. Ask students to think of all the words they can that describe the toy and share these adjectives with a partner. Invite volunteers to share their adjectives and record them on the board.
  - Write four nouns on the board. Ask students to think of an adjective to describe each noun, and invite volunteers to share their adjective. Write these next to the nouns on the board. Have students work with partners to create sentences using these adjective-noun pairs.
-  **Check for understanding:** Have students locate and circle the adjectives on pages 7 and 8 in the book. Call on random students and have them share an adjective they found; have the rest of the class give a thumbs-up signal if they agree the word is an adjective. Ask the class to call out the noun that each adjective describes.
- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their responses.

## Word Work: Onomatopoeia

- Have students read the last sentence on page 14. Ask if they can make a purring sound with a partner. Write the word *purr* on the board and read it aloud with students. Point out that the word *purr* makes a sound like an actual purr.

- Have students read the first sentence on page 15 with a partner. Have students point at the word that sounds like the noise it is describing (*gobble*). Ask students to make a gobbling noise.
- Explain to students that writers sometimes use words that sound like the noise they are describing. Words that have this special quality are called *onomatopoeia*.
- Brainstorm as a class other examples of onomatopoeia, such as *boom*, *crash*, *meow*, *woof*, *hiss*, *crackle*, and so on. Write these words on the board.
- **Check for understanding:** Have students work with a partner to use all the onomatopoeia words on the board in oral sentences.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them ask and answer questions about the story with someone at home.

## Extend the Reading

### Realistic Fiction Writing and Art Connection

Ask students to imagine they took a walk in the woods and found animal tracks. Have them imagine that they followed the tracks and found an animal. Ask them to write a paragraph describing the animal, how they find it, and what they learn about it. Ask students to draw a picture of the animal.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on realistic fiction writing.

### Science Connection

Bring in nonfiction picture books about other birds. Have students work in groups to research one bird and write down five or more facts about it. Guide a discussion that compares and contrasts the birds. Draw a Venn diagram on the board and compare two of the birds. Have the student groups create their own Venn diagram and compare and contrast their bird to the wild turkey. Invite groups to share their diagram.

### Skill Review

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

**Assessment**

**Monitor students to determine if they can:**

- consistently ask and answer questions to understand text
- properly identify characters and setting in a story during discussion and on a worksheet
- accurately discriminate and use alliteration during discussion
- correctly identify and write the letter symbol that represents the /t/ sound during discussion and on a worksheet
- correctly use adjectives during discussion and on a worksheet
- accurately identify and use onomatopoeia during discussion

**Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)