

**When Turtle Grew Feathers: A Tale
from the Choctaw Nation**
Retold by Tim Tingle
Illustrated by Stacey Schuett

Outcome:

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

Materials:

- Poster board or end roll of newsprint
- Markers or crayons
- Paper, pencils
- Brown, red, yellow and orange construction paper
- Black markers or crayons
- Scissors
- Glue stick
- (Optional): “Thanksgiving Empathy” from *Treasured Time with Five-to-Ten-Year-Olds* by Jan Brennan; “The Fearsome Monster in Hare’s House” from *Through the Grapevine* by Mitch Weiss and Martha Hamilton

Cooking Materials

- Toothpicks
- Large bowl
- Knife
- Napkins, spoons, plates
- Sliced fruit (bananas, apples, grapes, pears)
- Oranges
- Raisins
- Carrot rounds
- Celery leaves

About the Book:

Guided Reading:

M

Lexile Level:

590L

Character Traits:

Caring

Respect

Resourcefulness

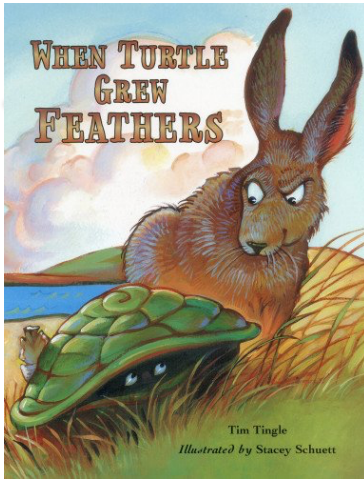
Region:

USA, Native American

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When Turtle Grew Feathers

Kindergarten

Common Core

Standards:

CCSS.ELA-
LITERACY.RL.K.4

Questions about
unknown words

CCSS.ELA-
LITERACY.RL.K.10
Group reading activities

CCSS.ELA-
LITERACY.SL.K.2
Confirm understanding
of text read aloud

Cooking Materials:

- Toothpicks
- Vegetable peeler
- Bowl and plates
- Apples
- Raisins
- Carrots
- Large marshmallows
- Small colored marshmallows
- Ice water

Instructional Plan

Introduction

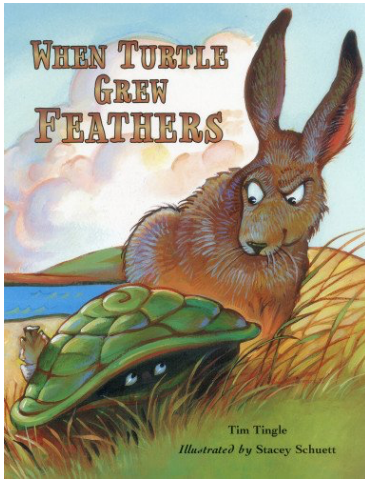
Directions:

- Ask students:
 - What the word “race” means.
 - To describe a race in which they participated.
 - How they would ask a friend to race with them.
 - What the winner and loser should say to each other after a race.
- Organize a variety of races for the class including running, hopping, crawling, etc.
- Ask what other ways students can race (cleaning up, doing a math problem, etc.)

Teacher Reads the Story

Directions:

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



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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?

Common Core

Standards:

CCSS.ELA-LITERACY.RL.K.1

Ask & answer questions about details in text

CCSS.ELA-LITERACY.RL.K.3

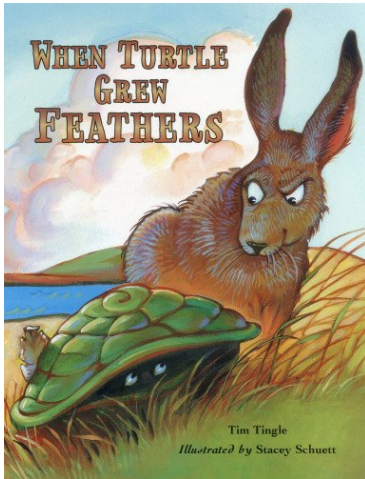
Identify characters, settings, & major events

CCSS.ELA-LITERACY.RL.K.5

Recognize common types of texts

Questions for 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? What other animals might Rabbit have challenged?
- 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 animals 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?
- What was the race an important part of the story?
- What is the story about friendship?



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Follow Up Activities:

Create a New Story

Directions:

- Explain that there can be many versions of a story.
- Tell students the traditional story of *The Tortoise and the Hare*.
- Compare and contrast the traditional version with *When Turtle Grew Feathers*.
- Students work with a partner to create another version of the story. Share stories with the class.

Visualize the Setting

Directions:

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

Draw the Setting

Direction:

- Review the book, page by page, with the class and ask students to name everything they see in the story setting.
- Ask students to name other things that may also be in the setting but are not pictured or named.
- Help students plan a map of the area on a poster board or end roll of newsprint. Display in the classroom
- Students retell the story using the map.

Compare and Contrast

Directions:

- Read “The Tail Trade” on page 25 and “The Fearsome Monster in Hare’s House” on page 41 in *Through the Grapevine* (Martha Hamilton, Mitch Weiss). Students compare and contrast these animal friendship tales to *When Turtle Grew Feathers*.

Common Core

Standards:

CCSS.ELA-

LITERACY.RL.K.2

Retell familiar stories

CCSS.ELA-

LITERACY.SL.K.5

Add drawings or other visual displays to descriptions.

CCSS.ELA-

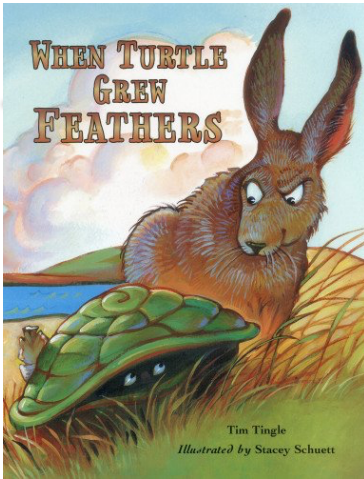
LITERACY.RL.K.9

Compare and contrast

CCSS.ELA-

LITERACY.L.K.1.F

Produce and expand complete sentences



When Turtle Grew Feathers

Kindergarten

Follow Up Activities:

Bullying

Directions:

- Tell students that Rabbit was acting like a bully: challenging animals that he thought were slower than himself. Ask 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 a friend, how would you ask?
- In small groups, students role-play acting like a bully. 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

Directions:

- Teacher writes, "Turtle," "Turkey," "Rabbit," "Little Bitty Turtles," and "ants," each on separate pieces of paper.
- Give one of each paper to 5 students.
- 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.

Rhyming Words

Directions:

- Explain that dialogue is a conversation between two or more persons.
- Review rhyming words. Tell students that there are rhyming words in the dialogue of the story.
- Reread the story and ask students to raise their hands when they hear two words that rhyme. Teacher pauses, and students name the rhyming words.
 - Crack/back, shell/swell, race/face, glass/grass, etc.
- Ask students, "Why do you think the author used rhyming words in the story?"

Common Core

Standards:

CCSS.ELA-
LITERACY.SL.K.1

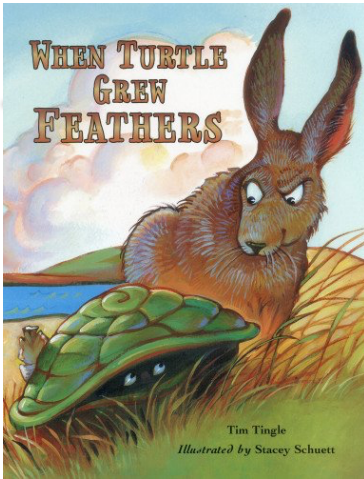
Collaborative
conversations

CCSS.ELA-
LITERACY.L.K.5.A

Sort common objects
into categories

CCSS.ELA-
LITERACY.L.K.5.C

Identify real-life
connections between
words and their use



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Follow Up Activities:

Hands and Feet Turkey

Directions:

- Help students trace both of their face (with shoes on) on brown construction paper. Cut out the tracing and glue them together at the heel so that the toes fan out slightly. This is the body of the turkey.
- Teacher draws suggestions for the turkey's eyes, wattle, beak and legs on the board.
- Students draw the turkey's eyes onto the body with black marker or crayons.
- Help students draw and cut out a red circle for a wattle and an orange triangle for a beak.
- Help students glue the wattle and beak on the turkey's head.
- Help students trace around both of their hands on yellow, orange, and red construction paper. Cut out the tracings.
- Help students draw and cut out two orange rectangles for legs.
- Glue the legs to the back of the turkey body.
- Glue the handprint "feathers" to the back of the turkey.

Character Education

Directions:

- Tell students the story emphasizes the character traits of caring, respect, sharing and resourcefulness.
- Ask students what each word means.
- Students work in small groups to create skits demonstrating one of these traits.
- Present skits to the class.
- Classmates guess which character trait is being portrayed.

Turkey Fruit Cup

Directions:

- Refer to ingredients listed on page 1 under "Cooking Materials."
- Cut oranges in half and scoop out sections.
- Dice the fruits; add the orange pieces to the sliced fruit.
- Fill the orange shells with fruit.
- Add a toothpick for a neck, a carrot round for a head, and a half toothpick for a beak.
- Stick a few celery leaves in the back of the cup for feathers.
- Enjoy!

Common Core

Standards:

CCSS.ELA-LITERACY.SL.K.5

Add drawings or other visual displays to descriptions.

CCSS.ELA-LITERACY.SL.K.1

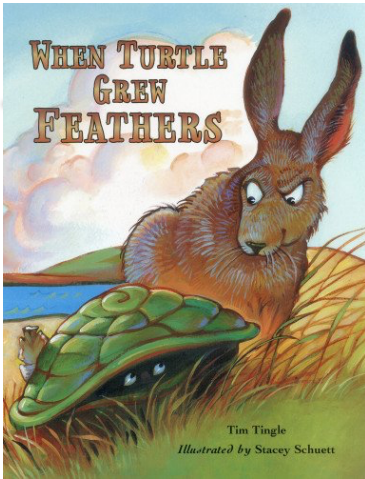
Collaborative conversations

CCSS.ELA-LITERACY.SL.K.4

Describe familiar people, places, things and events

CCSS.ELA-LITERACY.SL.K.6

Speak audibly and express thoughts, feelings, and ideas



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Follow Up Activities:

Humming Flutes

Directions:

- Students use a pencil to punch 3 holes in a cardboard toilet paper tube, about one inch apart.
- Cover one end of the tube with a piece of wax paper that is several inches larger than the tube opening.
- Secure the wax paper with rubber band or tape.
- Students hum into open end of tube, moving their fingers over the holes.
- Ask students, “How does this flute differ from a real flute?” “Does the sound change when you cover different holes?”

Animal Movement

Directions:

- Tell students all of the animals in the book move in specific ways.
- Ask students to describe how each animal moves.
- Show how each animal moves.
 - Turtle: on tip toes and finger tips, slow, crawling
 - Turkey: strut, flap wing, stretch neck up
 - Rabbit: hop quickly
 - Horse: walk, trot, gallop
 - Kangaroo: hop with hand held in front
 - Fish: swim movements with arms and legs
 - Duck: waddle
 - Snakes: slither and wriggle
 - Crab: sit on floor and use hands and feet to move
 - Bear: walk on all fours, move same leg and same arm together.
- Ask students to name other animals and who how they move.
- Continue activity as a guessing game. Each student takes turn moving like an animal while classmates guess.

Common Core

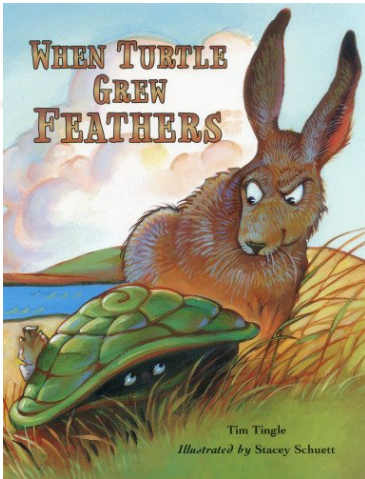
Standards:

CCSS.ELA-
LITERACY.SL.K.1

Collaborative
conversations

CCSS.ELA-
LITERACY.SL.K.1.A

Follow agreed-upon
rules for discussions



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Follow Up Activities:

Apple Turkey

Directions:

- Refer to the ingredients on page 2 listed under “Cooking Materials”
- Wash and dry apples and carrots.
- Teacher uses the vegetable peeler to cut thin carrot strips. Place strips in cold water to curl.
- Use toothpicks to attach large marshmallow to apple to form head.
- Push raisins into large marshmallow to form eyes.
- Attach toothpicks to tail side of apple turkey. Place small marshmallows on tips of those toothpicks to form “feathers.”
- Use curled carrot strips to form wings and waddle. Attach with toothpicks.

Compare and Contrast

Directions:

- Read, “Taking the Bad with the Good” on page 30 of *Through the Grapevine* (Martha Hamilton & 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 their habits were natural for them and, since they were friends, they should just ignore them.
- 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.

Common Core

Standards:

CCSS.ELA-
LITERACY.RL.K.9

Compare and contrast

CCSS.ELA-
LITERACY.RL.K.2

Retell familiar stories