

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

**Outcome:**

Students will learn about friendship and the characteristics of a good friend.

**About the Book:**

Guided Reading:

M

Lexile Level:

590L

Character Traits:

Caring

Respect

Resourcefulness

Region:

USA, Native American

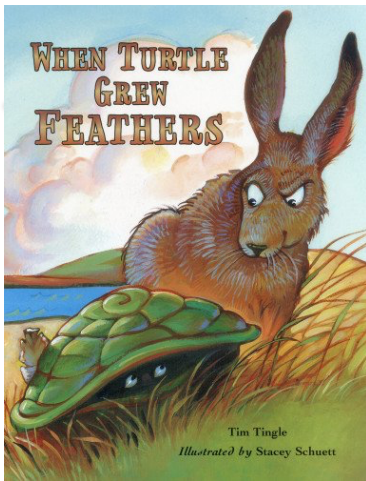
ISBN:

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978-1-9391-6021-8

**Materials:**

- Small white paper bowls
- “Turtle Parts Pattern” worksheet
- Scissors
- Glue
- Green, black, 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
- Cardboard toilet paper roll
- (Optional): “Learning About Friends By Being One” from *Treasured Time with Five-to-Ten-Year-Olds* by Jan Brennan; “Taking the Bad With the Good” from *Through the Grapevine* by Martha Hamilton and Mitch Weiss.



## When Turtle Grew Feathers

Pre-Kindergarten

### Cooking Materials:

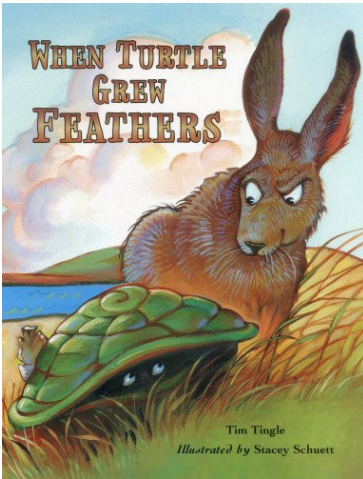
- Toothpicks
- Vegetable peeler
- Bowl and plates
- Apples
- Raisins
- Carrots
- Large marshmallows
- Small colored marshmallows
- Ice water

### Instructional Plan

#### Introduction

#### Directions:

- Tell students that they are going to talk about friendship.
- Ask students to tell how to be a good friend.
- Ask students to tell what one should not do if one wants to be a good friend.
- Encourage students to talk about their experiences with friendship.
- Ask students to share songs they know about friendship.
- Teach students following friendship songs from *Treasured Time with Five- to-Ten-Year-Olds*:
  - **“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



## When Turtle Grew Feathers

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### **Instructional Plan Continued**

#### Teacher Reads the Story

##### Directions:

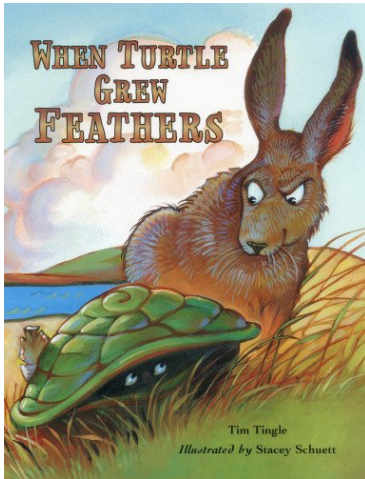
- Inform students that they will listen to a story about animals
- Tell students to listen carefully so that they can talk about the animals' friendship.

### **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?

### **Questions for 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?



## When Turtle Grew Feathers

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### **Follow Up Activities:**

#### Act It Out

##### Directions:

- Review the story including plot, sequence and characters.
- Discuss the body language and facial expression of the characters, using illustrations from the book.
- Ask students what they think each character's voice would sound like.
- Divide the class into small groups (at least 5 members per group) and ask students to act out the story.

#### Paper Towel Turtles

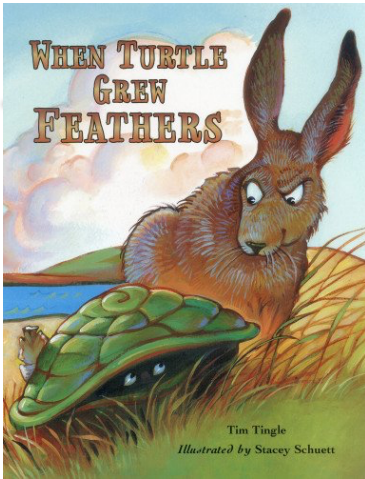
##### Directions:

- Use green, black and brown markers to color turtle's head and legs from the "Turtle Parts Pattern" worksheet.
- Cut out the turtle's head, tail and legs.
- Turn a small white paper bowl upside down and use markers to color the shell.
- 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?"

#### Size Order

##### Directions:

- Remind students that there are 5 different animals in the story (Turtle, Rabbit, Turkey, Baby turtles and Ants).
- Ask students which animal is the smallest and order from smallest to largest.



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### Follow Up Activities:

#### Inferences

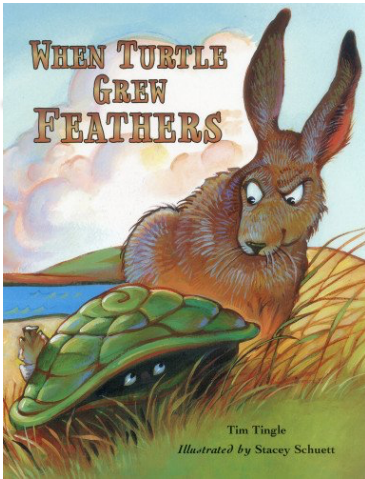
##### Directions:

- Read the following descriptions and students guess what animal is being described.
- I have fur and long ears. My long legs help me hop quickly. Who am I? (Rabbit)
- I am a large bird. I have a long neck. I say “Gobble, gobble.” Who am I? (Turkey)
- I am very slow. My shell is my home. I can live on land or in water. Who am I? (Turtle)
- 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 following inferences are not characters in the book but may live in the same setting.**
- I am black and white. I am furry. Sometimes I give off a bad smell. Who am I? (Skunk)
- I am brown, and I run fast. I have a white tail and antlers. Who am I? (Deer)
- I am big, and I gallop fast. I eat hay and say, “neigh.” If someone rides on me, I wear a saddle. Who am I? (Horse)
- I am green. I like to hop. I live near the pond. Who am I? (Frog)
- I am usually gray and small. I like to collect acorns and run up trees. Who am I? (Squirrel)
- I have fins and a tail. I swim in the pond. I can breathe under water. Who am I? (Fish)

#### Make Musical Instruments

##### Directions:

- Inform students that the author, Tim Tingle, accompanies his storytelling with a Native American flute and an assortment of gourd rattles and drums.
- Tell students they will make instruments and then reread or retell the story using the musical instruments.
- After retelling the story with instruments, ask students, “How do the instruments add to the telling of the story?”



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### **Follow Up Activities:**

#### Gourd Maraca

##### Directions:

- Teacher cuts a hole in a dried gourd with a knife.
- Students fill the gourd with dried rice, seeds or dry beans
- Cover the hole with masking or electrical tape.

#### Shakers

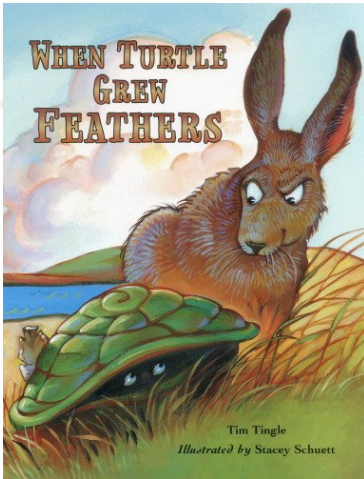
##### Directions:

- Teacher cuts two pieces of wax paper, making each piece several inches larger than open ends of a paper towel roll.
- Students place one piece of wax paper over one end and secure with a rubber band or masking tape.
- Fill each tube with different amount of rice or beans.
- Place wax paper over open end of tube and secure with a rubber band or tape.
- Make a variety of rhythms by tapping loud and soft; fast and slow. Which sounds do you like the best?

#### Drums

##### Directions:

- Secure the lid of an empty coffee can or oatmeal container with tape.
- Decorate paper (precut into lengths that will fit around the container with some overlap) with crayons or markers.
- Optional: Show pictures of simple Native American designs for the students to copy.
- Wrap paper around container and secure with tape.
- Experiment tapping the drum with different parts of their hands to make a variety of sounds.
- Make a variety of rhythms by tapping loud and soft; fast and slow.
- Optional: Use pencils with eraser or plastic spoons to vary the sounds produced.



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### **Follow Up Activities:**

#### Humming Flutes

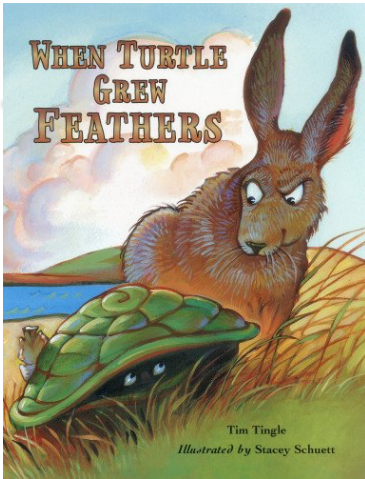
##### Directions:

- 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.



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Pre-Kindergarten

### **Follow Up Activities:**

#### Apple Turkey

##### Directions:

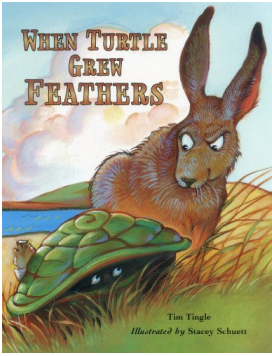
- Refer to the ingredients on page 2 listed under “Cooking Materials”
- Wash and dry apples and carrots.
- Teacher uses the vegetable peeler to cut thin carrot strips. Place strips in cold water to curl.
- Use toothpicks to attach large marshmallow to apple to form head.
- Push raisins into large marshmallow 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.





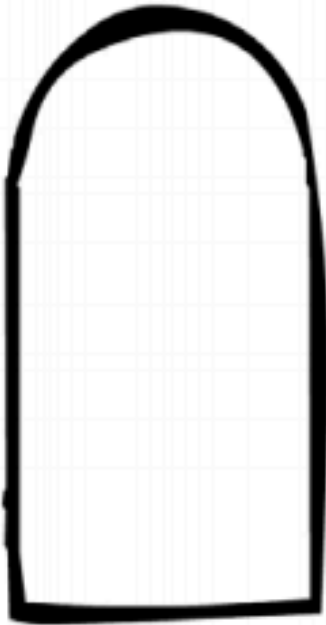
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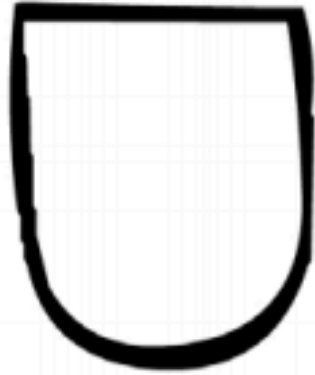
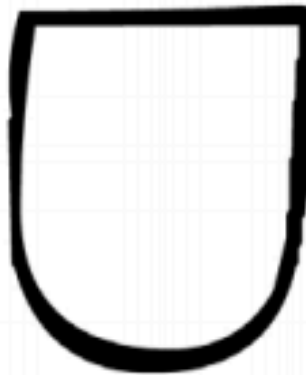
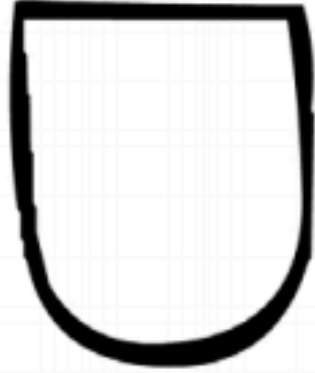
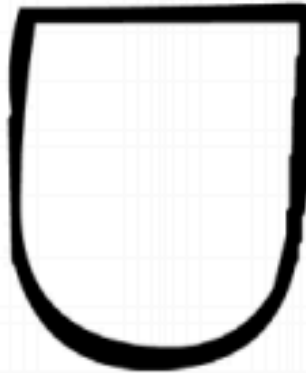
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## Turkey Parts Pattern



head



legs



tail