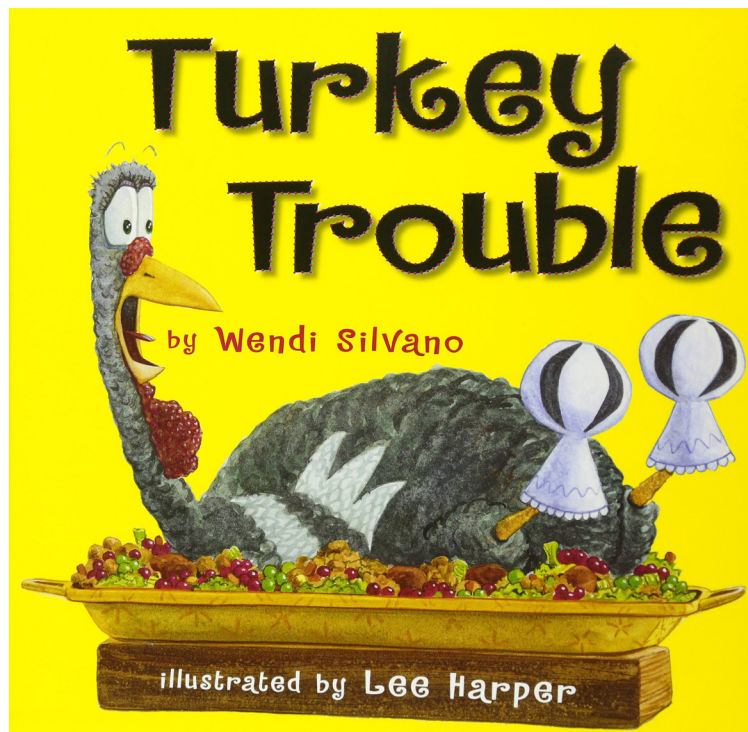


SAG-AFTRA FOUNDATION PRESENTS

# Storyline Online®

## A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: 1<sup>ST</sup> - 2<sup>ND</sup>



# TURKEY TROUBLE

WRITTEN BY WENDI SILVANO  
ILLUSTRATED BY LEE HARPER

Watch the video of actor  
**Marc Maron**  
read this story at  
[storylineonline.net](http://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

# READING AND WRITING

SUGGESTED GRADE LEVEL: 1<sup>ST</sup> - 2<sup>ND</sup>

## 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 textual evidence. *Standards listed below are for 1<sup>st</sup> and 2<sup>nd</sup> 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.

Name: \_\_\_\_\_



# STORY MAP

Summarize the story by using a story map.

Characters/Setting	
Problem	
What does the character do to try to solve the problem?	
Is the problem solved? How?	
How does the story end?	

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

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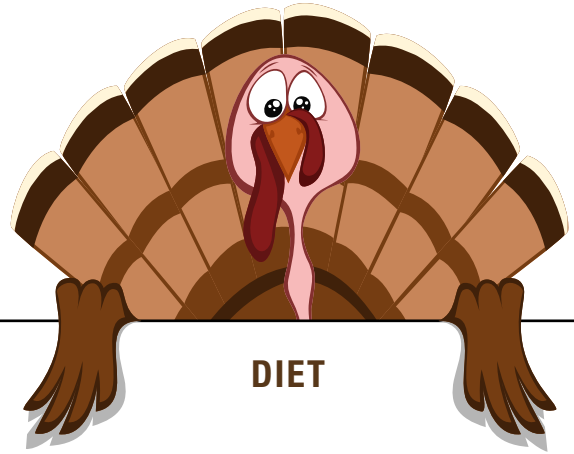
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Name: \_\_\_\_\_

# FARM ANIMAL

## GRAPHIC ORGANIZER



Animal Name: \_\_\_\_\_

**PHYSICAL FEATURES**

**DIET**

**JOB ON THE FARM**

**INTERESTING FACTS**

## 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](http://storylineonline.net).

## ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit [sagaftra.foundation](http://sagaftra.foundation).

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