

Let's Talk Turkey

Based on the 2013 Native American \$1 Coin Grades Two and Three



OBJECTIVES

Students will identify nonfiction text features in a variety of materials. Students will use nonfiction text features in their own nonfiction writing piece.



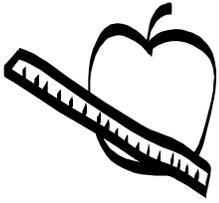
MATERIALS

- 1 overhead projector or equivalent classroom technology
- 1 overhead transparency (or photocopy) of the “2013 Native American \$1 Coin” page
- Copies of the following:
 - “Exit Slip” worksheet
 - “Hunting for Features” worksheet
 - “Let’s Talk Turkey” worksheet
 - “Talking Turkey Rubric”
- 1 copy of an age-appropriate text that gives basic information about wild turkeys, such as:
 - *All About Turkeys* by Jim Arnosky
 - *Wild Turkeys (Early Bird Nature)* by Dorothy Hinshaw
 - *High Ridge Gobbler: A Story of the American Wild Turkey* by David Stemple
- Large collection of nonfiction materials about turtles, wolves and turkeys that have many examples of text features and structures
- Age-appropriate materials for research that provide information about wild turkeys, such as Internet sites, videos, textbooks, reference materials and other texts
- Internet access (optional)
- Chart paper
- Markers
- Pencils and crayons
- Sticky notes
- Writing paper



PREPARATIONS

- Make an overhead transparency (or photocopy) of the “2013 Native American \$1 Coin” page.



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- Make copies of the following:
 - “Exit Slip” worksheet (1 per student, cut if desired)
 - “Hunting for Features” worksheet (1 per student)
 - “Let’s Talk Turkey” worksheet (1 per student)
 - “Talking Turkey Rubric” (1 per student)
- Locate a text that gives basic information about wild turkeys (see examples under “Materials”).
- Gather a collection of nonfiction materials about turtles, wolves and turkeys that have many examples of text features.
- Locate materials for partner research that provide additional information about the wild turkey.
- Prepare a chart labeled “Nonfiction Text Features.”



GROUPINGS

- Whole group
- Pairs
- Individual work



CLASS TIME

Five 30- to 45-minute sessions



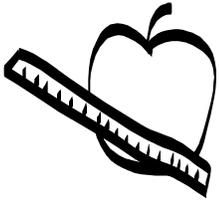
CONNECTIONS

- Science
- Language Arts



TERMS AND CONCEPTS

- | | | |
|---|---------------------|-------------------|
| • Native American \$1 Coin | • Reverse (back) | • Obverse (front) |
| • Nonfiction text features | • Table of contents | • Index |
| • Print styles (bold, italics, highlight) | • Glossary | • Caption |
| • Heading and subheading | • Text box | • Illustration |
| • Photograph | • Diagram | • Label |
| • Chart | • Map | • Treaty |



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BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

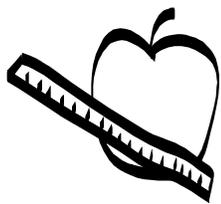
- Fiction and nonfiction
- Research
- The writing process
- Skimming
- Exit Slips



STEPS

Session 1

1. Describe the Native American \$1 Coin Program for background information. The program is described at www.usmint.gov/mint_programs/nativeamerican.
2. Display the “2013 Native American \$1 Coin” overhead transparency. Tell the students that the back of a coin is called the “reverse” and “obverse” is another name for the front.
3. Ask the students to examine the image and explain what they see. Explain that the theme of this coin is “The Delaware Treaty of 1778.” Tell the students that, after declaring independence, the United States signed its first formal treaty with an Indian tribe, the Delaware, at Fort Pitt (now Pittsburgh, PA) on September 17, 1778. Explain that the three animals depicted on the coin are very important to the Delaware Indians, as each animal represents a different clan within the tribe.
4. Display the chart labeled “Nonfiction Text Features.” Explain that nonfiction text features help organize text and help the reader to know what is important. Using a Think-Pair-Share format, ask the students to discuss and share any text features they already know. Add these text features to the chart.
5. Explain to the students that they will investigate what makes turkeys so special to the Delaware and hunt for nonfiction text features in a text about wild turkeys.
6. Read the selected text aloud. During the reading, ask the students to look for the author’s use of nonfiction text features. Add any new nonfiction text features to the chart. After reading, ask the students to briefly share with a partner how each text feature helped the reader to understand what was important.
7. Explain that in the next session the students will be searching materials for each author’s nonfiction text features to help the reader understand what is important.
8. To wrap up the session, distribute copies of the “Exit Slip” worksheet and ask the students to explain why text features are important (question 1), then collect.



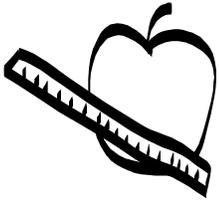
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Session 2

1. Display the “2013 Native American \$1 Coin” overhead transparency. Review with the students the material covered in the previous session, including the “Nonfiction Text Features” chart. Review the importance of nonfiction text features and the examples observed in the text about wild turkeys.
2. Explain to the students that they will be hunting for nonfiction text features. Distribute copies of the “Hunting for Features” worksheet and explain all the directions. Briefly discuss each of the nonfiction text features on the list.
3. Model skimming a text and hunting for nonfiction text features, marking the found text features with a sticky note and adding the features to the worksheet.
4. Allow students time to work with partners to hunt through the nonfiction materials for nonfiction text features and record them on their worksheets. Explain to the students that the collection includes materials about the three animals on the 2013 Native American \$1 Coin.
5. As a class, discuss the nonfiction text features they discovered, why the authors used specific text features and how the text features could help readers to understand what is important.
6. Explain to the students that in the next session they will be researching additional information about wild turkeys. Later, they will create their own nonfiction text, which will include text features in order to help their readers understand.
7. To wrap up the session, distribute copies of the “Exit Slip” worksheet and ask the students to write one text feature they would like to use and why (question 2), then collect them.

Session 3

1. Display the “2013 Native American \$1 Coin” overhead transparency. Review with the students the material covered in the previous sessions, including the “Nonfiction Text Features” chart. Review the importance of those features and the examples observed in the examined texts.
2. Distribute a copy of the “Let’s Talk Turkey” worksheet to each student. Explain to the students that they will each join with a partner and use available classroom resources to research wild turkeys to prepare for writing their own nonfiction texts.
3. Allow students time to work with partners to conduct research about wild turkeys. Ask the students to record their notes on the “Let’s Talk Turkey” worksheet.
4. After the research, ask the pairs to share their findings and allow the other students time to add to their notes based on the other students’ ideas.
5. Explain to the students that in the next session they will be using their wild turkey research to create their own nonfiction text using nonfiction text features.



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Sessions 4 and 5

1. Display the “2013 Native American \$1 Coin” overhead transparency. Review the material covered in the previous sessions, focusing on nonfiction text features.
2. Explain to the students that they will work independently to create their own nonfiction texts about wild turkeys, using their choice of nonfiction text features.
3. Distribute copies of the “Talking Turkey Rubric” and discuss expectations. Provide writing and illustration materials for students to complete their work.
4. Provide the students with time to write, revise and edit their nonfiction texts.
5. Allow the students to share their final products with the class.
6. To wrap up the lesson, ask students to share how another student’s use of nonfiction text features helped them to understand.



ASSESSMENTS

- Evaluate the students’ worksheets and final products for understanding of the lesson objectives.
- Use the “Talking Turkey Rubric” to evaluate students’ understanding of how to use nonfiction text features.



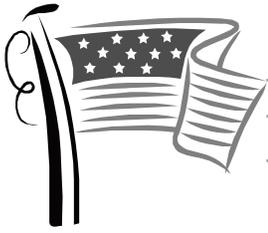
ENRICHMENTS/EXTENSIONS

- Have students research the other animals on the 2013 Native American \$1 Coin and create nonfiction writing integrating nonfiction text features.
- Have students create writing projects about the three animals on the coin in a variety of fiction and nonfiction genres. Assemble all the writing pieces into a class book.
- Have students learn more about Native Americans through other Native American \$1 Coin lesson plans for grades 2 through 3 at www.usmint.gov/kids/teachers/lessonPlans/nativeAmerican/download.cfm.
- Have students learn more about nonfiction text features with the 2006 Return to Monticello Westward Journey Nickel Series™ lesson plan for grade 3 at www.usmint.gov/kids/teachers/lessonPlans/wjns/2006/03-monticello.pdf.



DIFFERENTIATED LEARNING OPTIONS

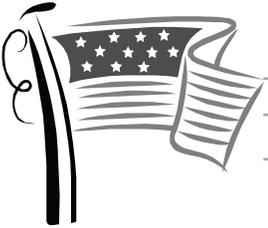
- Allow students to use a scribe or computer program.
- Include a wide variety of reading levels in the nonfiction text collection.
- Allow students to work in pairs to create their nonfiction writing about wild turkeys.



Name _____

Exit Slip

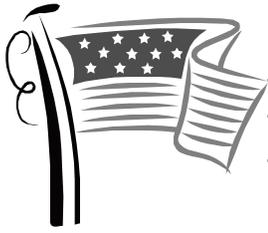
1. Why are text features important? _____



Name _____

Exit Slip

2. I would like to use the _____ text feature because



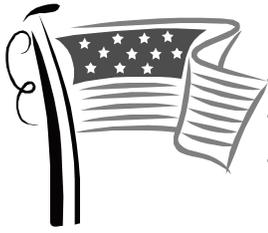
Name _____

Hunting for Features

Directions: Hunt for the nonfiction text features listed below using a collection of nonfiction texts. When you find a text feature, mark it with a sticky note and list the book title and page number on the chart below.



TEXT FEATURE	BOOK TITLE	PAGE
Table of Contents		
Index		
Glossary		
Print Styles (bold, italics, highlight)		
Headings, Subheadings		
Caption		
Text Box		
Illustration		
Photograph		
Diagram		
Label		
Chart		
Map		



Name _____

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Directions: Using available classroom resources, gather information about the wild turkey and record your findings on this chart. You will use the information to create your nonfiction writing with nonfiction text features.



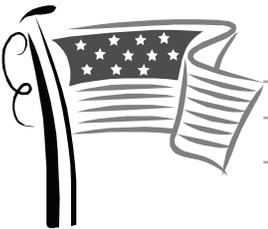
SUBJECT	INFORMATION	WHERE I FOUND MY INFORMATION
Body		
Habitat		
Diet		
Babies		
Enemies		
Interesting Facts		



Name _____

Talking Turkey Rubric

CATEGORY	4 POINTS	3 POINTS	2 POINTS	1 POINT	SELF	TEACHER
Content	Many accurate details about turkeys from all areas of the research guide.	Many details about turkeys from many areas on the research guide.	Some accurate details about turkeys from the research guide.	Very little accurate information about turkeys.		
Nonfiction Text Features	More than five features are used correctly.	Four or five features are used correctly.	Two or three features are used correctly.	Only one feature is used correctly.		
Legibility and mechanics	Writing is very neat with no grammar or spelling errors.	Writing is neat with very few grammar or spelling errors.	Legible with some grammar or spelling errors.	Sections are illegible or many grammar or spelling errors.		
Totals						



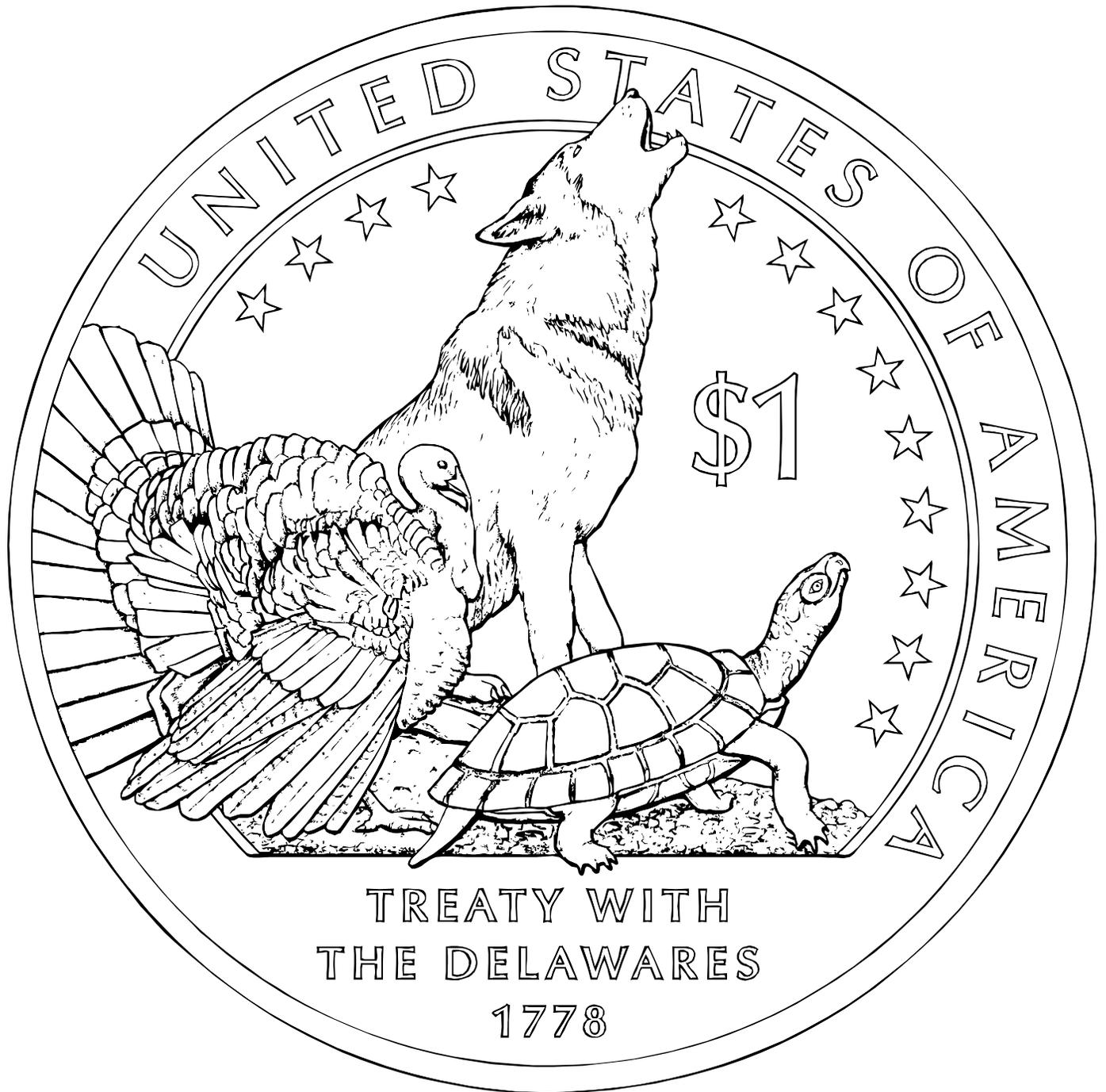
Name _____

Talking Turkey Rubric

CATEGORY	4 POINTS	3 POINTS	2 POINTS	1 POINT	SELF	TEACHER
Content	Many accurate details about turkeys from all areas of the research guide.	Many details about turkeys from many areas on the research guide.	Some accurate details about turkeys from the research guide.	Very little accurate information about turkeys.		
Nonfiction Text Features	More than five features are used correctly.	Four or five features are used correctly.	Two or three features are used correctly.	Only one feature is used correctly.		
Legibility and mechanics	Writing is very neat with no grammar or spelling errors.	Writing is neat with very few grammar or spelling errors.	Legible with some grammar or spelling errors.	Sections are illegible or many grammar or spelling errors.		
Totals						



2013 Native American \$1 Coin



The United States of America

