

**Objectives:**

Cognitive: The students will be able to count backwards from 10 to 1 while listening to the story *10 Fat Turkeys*.

Affective: The students will be able to orally discuss what they liked or disliked about the book and fingerplay.

Psychomotor: The students will be able to perform hand motions to the fingerplay *5 Little Turkeys*.

**Early Childhood Learning Continuum Indicators:**

1.2 Reading Critically in all Content Areas – A. Demonstrate understanding that some text contains information. \*Identify information from illustrations or story being read. \*Use illustration clues to infer and predict what happens next in a story.

1.3 Reading, Analyzing and Interpreting Literature – A. Respond to a variety of literature. C. Participate in stories with rhythm, rhyme, patterns and repetition.

1.6 Speaking and Listening – A. Listen in order to understand and follow directions. B. Listen attentively to a story. E. Participate in discussions.

**Cross-curricular Integration:** Math (counting turkeys)

**Materials:** *10 Fat Turkeys* by Tony Johnston, copy of *5 Little Turkeys* (a fingerplay)

**New Vocabulary:**

**Instructional Procedures:**

Anticipatory Set:

- Ask the students if they know what holiday is coming shortly. They should reply Thanksgiving.
- Ask the students what animal is well known during Thanksgiving. They should reply a turkey.
- Ask the students how many of them like turkeys.
- Tell students I am going to read them a story about turkeys.

Developmental Activities:

- Begin to read the book *10 Fat Turkeys* by Tony Johnston.
- While reading stop frequently to ask the students what they think will happen next. Is another turkey going to leave the fence? Ask the students where they think the turkeys are going.
- Ask the students if they notice what is happening to the number of turkeys. Have them predict how many turkeys will be on the fence on the next page.
- Allow the students to read along parts of the story that repeat.

- After reading the story, ask the students if they liked it. Discuss what happened to the turkeys when they left the fence.
- Introduce the fingerplay *5 Little Turkeys*.
- Show students the fingerplay displayed on the paper. Read through the lines having the students repeat them.
- Read through the lines again showing the students the motions and having them repeat them.
- Recite the fingerplay together at least two times or until they seem to know it well. Perform it one last time.
- After performing the fingerplay, ask the students what they thought of it. Did they like it or dislike it and why?

Closure:

- Review with the students what animal we learned about today – the turkey.

**Assessment:**

- Observe students' ability to follow fingerplay directions for movements.
- Listen to the students' opinions about the book and fingerplay and their reasons.
- Listen to the students' responses if they join in while reading the book.

**Special Needs Adaptations:** none made

NOTE: The fingerplay *5 Little Turkeys* was adapted from Vanessa Levin (2005)  
<http://www.pre-kpages.com/thanksgiving.html>

## 5 Little Turkeys

**Five little turkeys sitting on a gate.**

(hold up 5 fingers)

**The first one said, “My, it’s getting late.”**

(point to your wrist like you have a watch)

**The second one said, “Who goes there?”**

(hold hand above eyes and look around the room)

**The third one said, “There are farmers everywhere!”**

(point to different places)

**The fourth one said, “Let’s run, and run, and run!”**

(run in place)

**The fifth one said, “It’s just Thanksgiving fun!”**

(spin around in place)

