

Animal Tales: Meet the Turkey Flock Educator Resources

Common Core Standards Aligned (K-2):

- CCSS.ELA-LITERACY.W.K.3/W.1.3/W.2.3: write, draw dictate a narrative with sequential events
- CCSS.ELA-LITERACY.W.1.7/W.2.7: participate in shared research and writing projects.
- CCSS.ELA-LITERACY.SL.K.1/SL.1.1/W.2.1: participate in collaborative conversations with diverse partners.

Common Core Standards Aligned (3-5):

- CCSS.ELA-LITERACY.W.3.1/W.4.1/W.5.1: write opinion pieces on topics, supporting a point of view with reasons and information.
- CCSS.ELA-LITERACY.RI.3.2/RI.4.2/RI.5.2: determine the main idea of a text (or presentation) and explain how it is supported by key details.
- CCSS.ELA-LITERACY.W.3.7/W.4.7/W.5.7: Conduct short research projects that build knowledge about a topic.

CASEL Standards Aligned:

- Self-Awareness: students reflect on how Farm Sanctuary (and other sanctuaries) help farm animals thrive in a safe, loving, and caring space. Students will recognize values such as kindness, empathy, justice, and protection of all animals.
- Self Management: students will practice compassion fatigue or sadness and the positive outcome (animals living happily and safely at Farm Sanctuary)
- Social Awareness: students will learn about animals' unique personalities and relationships with each other, seeing them as sentient beings and fostering compassion and empathy.
- Relationship Skills: students will be respectful listeners during the webinar and have engaging discussions with their peers about what they learned.

- Responsible Decision-Making: students will have the ability to make thoughtful decisions about their food choices, advocacy, and supporting humane treatment of all animals.

Before Webinar Activities:

- **(K-2)**
 - In small groups, give students whiteboards or poster paper and have them draw, write, or label everything they know about turkeys and/or animal sanctuaries. Have students do a gallery walk to see each other's ideas.
 - Check out our live webcams of the turkeys around the sanctuary here: <https://explore.org/livecams/farm-sanctuary> (see chicken barn video) then the students can work in groups to discuss if they think the needs of the turkeys are being met (food, water, shelter, space, friends, etc) and if they think the turkeys are happy, why or why not?.
- **(3-5)**
 - After observing the live cams of the turkeys at <https://explore.org/livecams/farm-sanctuary> (see chicken barn video), students write down their observations and questions they have about the turkeys at Farm Sanctuary. They can either ask them during the webinar or research them later.
 - On a piece of paper or in a notebook, have students fold their paper in half. On one side write opinions about turkeys and on the other write facts they know about turkeys in red. Have students add to these lists during the webinar in green. After the webinar, have a discussion about what they wrote before (facts and opinions) and after the webinar and see how those items are similar and/or different. Did their opinions change after the webinar?

After Webinar Activities:

- **(K-2)**

- Brainstorm a list (whole group, in small groups, or in pairs) of ideas about what turkeys at Farm Sanctuary do each day. Then, have students write a narrative about a turkey living at the sanctuary. Make sure they include information learned from the webinar (turkeys like to eat, lounge, cuddle, learn, do enrichment activities, spend time with caregivers, hang out with friends, etc).
- In groups or partners, have students write down facts they learned about turkeys from the webinar. Then have them create a visual display to share what they learned including a picture of a turkey and their facts. They could make a poster, use Apple clips, Keynote presentation, etc.
**Bonus-hang posters around school or schedule a time to share presentations with other classes to share all of the amazing things learned about turkeys!

- **(3-5)**

- Have students create a list of three traits they learned about turkeys from the webinar. Then explain why those traits are important. They could do this orally in a socratic seminar, they could write their ideas in a report, or they could create a visual display.
- Have students write an opinion piece about why turkeys should be celebrated. Include reasons and examples learned from the webinar.
***Bonus-have students read their opinions to other classes or administrators!