

# Here's What You'll Get in the Turkey Trouble Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Retelling and Summarizing Lesson Plan

**Retelling and Summarizing**  
Turkey Trouble  
By: Wendi Silvano  
Grade Level: 2 / Guided Reading Level: K

**1**  
**Get Ready To Read**

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words

**2**  
**Learn About Comprehension Strategies**

- Think about the text you read

**Summary**  
Turkey Trouble tells the story of a turkey with a terrible problem. It's Thanksgiving on Farmer Jake's Farm, which can only mean one thing for a turkey. Luckily, the turkey in this book has a plan to trick Farmer Jake so he doesn't end up on the family's Thanksgiving dinner plates.

**Link to What You Know**

- What are some of your favorite things to eat for Thanksgiving?
- What is the most important part of Thanksgiving dinner? Why?

**Important Words to Know and Understand**

**Howled** - To have said something in a loud and angry way

**Moaned** - To have said something in a way that shows pain or unhappiness

**Why Readers Retell and Summarize While Reading**  
Readers retell and summarize to remember the important events, characters, and information in books.

When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a teacher. Retell and summarize the information using important details, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

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### Guided Reading Level

### Retelling and Summarizing Lesson Plan

**Retelling and Summarizing**  
Turkey Trouble  
By: Wendi Silvano  
Grade Level: 2 / Guided Reading Level: K

**3**  
**Retell and Summarize While Reading**

- Think about the important events that happened first, next, then, and last
- Notice the names of the characters and
- Look for places where characters caused events to happen

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

**Pages 3 and 4** - You can get a lot of information about the story from these pages. Read the words and tell where the story takes place, what time of year it is, and name the main character. Why is this information important to know?

**Page 12** - So far, Turkey has tried to disguise himself as several animals. Name the animals Turkey has dressed up as.

**Page 18** - Turkey has two problems. What are his problems? Why is it important to pay attention to Turkey's problems?

**Page 25** - This page tells about an important event that has happened in the story. What happened to Turkey on this page? Why is this event important?

**Page 29** - Turkey's trouble has come to an end. Tell why Turkey's trouble is over. Tell how you know.

**4**  
**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Time to Reflect**  
Think - What type of information did you use when you retold and summarized Turkey Trouble? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

**Talk** - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

**Reflect** - Think about the characters, events, and the settings in Turkey Trouble. How does paying attention to the story elements help you to be a better reader?

**Write** - Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading Turkey Trouble. (Remember to include examples from the book!)

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### Activate Prior Knowledge

### Page by Page Guide and Strategy Questions

### Turn, Talk, and Reflect

### Key Vocabulary

### Explanation of Strategy

**Making Predictions**  
Turkey Trouble  
By: Wendi Silvano  
Grade Level: 2 / Guided Reading Level: K

**1**  
**Get Ready To Read**

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words

**3**  
**Make Predictions While Reading**

Look for clues that tell you about the character or what is coming up next.

**4**  
**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Identifying the Author's Purpose**  
Turkey Trouble  
By: Wendi Silvano  
Grade Level: 2 / Guided Reading Level: K

**1**  
**Get Ready To Read**

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words

**3**  
**Identify the Author's Purpose While Reading**

Think about what the author wants you to know about Turkey on this page! But don't forget to think about the whole story.

**4**  
**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Answer Key for Retelling and Summarizing with Turkey Trouble**

**Your Turn to Practice Retelling and Summarizing with Turkey Trouble**

Pages 3 and 4: You can get a lot of information about the story from these pages. Read the words and tell where the story takes place, what time of year it is, and name the main character.

Page 12: So far, Turkey has tried to disguise himself as several animals. Name the animals Turkey has dressed up as.

Page 18: Turkey has two problems. What are his problems? Why is it important to pay attention to Turkey's problems?

Page 25: This page tells about an important event that has happened in the story. What happened to Turkey on this page? Why is this event important?

Page 29: Turkey's trouble has come to an end. Tell why Turkey's trouble is over. Tell how you know.

**Answer Key for Making Predictions with Turkey Trouble**

Page 2: Turkey worried that Farmer Jake and his family are going to eat him for Thanksgiving dinner. What do you think Turkey's idea is?

**Answer Key for Identifying the Author's Purpose with Turkey Trouble**

Page 2: What does the author want you to know about Turkey on this page? (name, time of year, where the story takes place, etc.)

Page 12: So far, Turkey has tried to disguise himself as several animals. Name the animals Turkey has dressed up as.

Page 18: Turkey has two problems. What are his problems? Why is it important to pay attention to Turkey's problems?

Page 25: This page tells about an important event that has happened in the story. What happened to Turkey on this page? Why is this event important?

Page 29: Turkey's trouble has come to an end. Tell why Turkey's trouble is over. Tell how you know.

**Answer Key for Synthesizing with Turkey Trouble**

Pages 3 and 4: You can get a lot of information about the story from these pages. Read the words and tell where the story takes place, what time of year it is, and name the main character.

Page 12: So far, Turkey has tried to disguise himself as several animals. Name the animals Turkey has dressed up as.

Page 18: Turkey has two problems. What are his problems? Why is it important to pay attention to Turkey's problems?

Page 25: This page tells about an important event that has happened in the story. What happened to Turkey on this page? Why is this event important?

Page 29: Turkey's trouble has come to an end. Tell why Turkey's trouble is over. Tell how you know.

**Answer Key for Understanding Text Structure with Turkey Trouble**

Page 20: The author used a compare and contrast text structure on the page to tell why Turkey's problem. How do Turkey and a flower compare to one another?

Page 27: The author used a sequence text structure to tell about the solution to Turkey's problem. What happened first, next, then, and last on these pages?

Page 29: The author used a sequence text structure to tell about the solution to Turkey's problem. What happened first, next, then, and last on these pages?

### Making Predictions

### Author's Purpose

**Understanding Text Structure**  
Turkey Trouble  
By: Wendi Silvano  
Grade Level: 2 / Guided Reading Level: K

**1**  
**Get Ready To Read**

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words

**3**  
**Understand Text Structure While Reading**

Look for clues that tell you about the character or what is coming up next.

**4**  
**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Synthesizing**  
Turkey Trouble  
By: Wendi Silvano  
Grade Level: 2 / Guided Reading Level: K

**1**  
**Get Ready To Read**

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words

**3**  
**Synthesize While Reading**

Think about what the author wants you to know about Turkey on this page! But don't forget to think about the whole story.

**4**  
**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

### Understanding Text Structure

### Synthesizing

### Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

## Strategy and Text Based Reader's Response Prompt

**Turkey Trouble: Synthesizing**

---

Turkey tried to solve his problem in lots of different ways. Tell how Turkey tried to solve his problem at the beginning of the story, in the middle of the story, and at the end of the story.

I can describe how a story is written including the important parts of a beginning and ending. CCSS: RL.2.5

Common Core State Standard

**Turkey Trouble: Synthesizing**

---

Turkey tried to solve his problem in lots of different ways. Tell how Turkey tried to solve his problem at the beginning of the story, in the middle of the story, and at the end of the story.

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"I Can" Statement

Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

**Turkey Trouble: Synthesizing**

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**Turkey Trouble: Synthesizing**

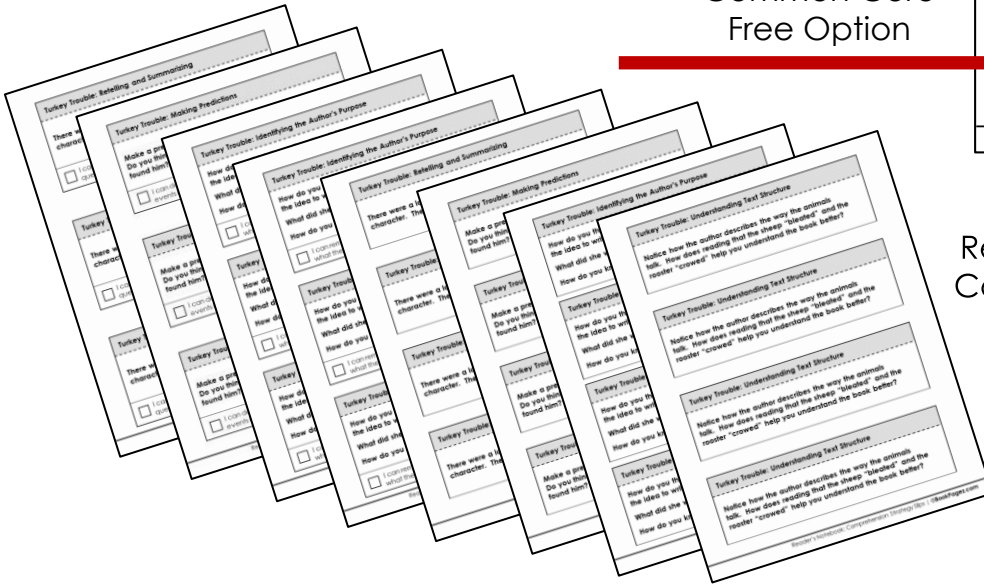
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Turkey tried to solve his problem in lots of different ways. Tell how Turkey tried to solve his problem at the beginning of the story, in the middle of the story, and at the end of the story.

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



## 5 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**

Title: \_\_\_\_\_

What is this book about?

Is it fiction or nonfiction?

Draw a picture or write a sentence for each box below.

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

**Making Predictions**

Title: \_\_\_\_\_

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
How do you think the story will go?	How do you think the story will go?	Were your predictions correct? <input type="checkbox"/> Yes <input type="checkbox"/> No

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Predictions

**Identifying the Author's Purpose**

Title: \_\_\_\_\_

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

To Persuade  To Inform  To Entertain

I know because...

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

**Understanding Text Structure**

Title: \_\_\_\_\_

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____

Text Structures You Might See While Reading:  
 Sequence, Compare and Contrast, Cause and Effect

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your Reader's Notebook.

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Understanding Text Structure

**Synthesizing**

Title: \_\_\_\_\_

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
		Because...
My new thinking is...	Now I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com







Synthesizing

# Vocabulary Connections Resources

## Important Words to Know and Understand in Turkey Trouble Word List

<b>Vocabulary Connections</b>	<b>Turkey Trouble</b> By: Wendi Silvano Grade Level: 2 / Guided Reading Level: K
<b>Important Words to Know and Understand in Turkey Trouble</b>	
<b>Bleated</b> To have made the sound that sheep or goat makes	
<b>Course</b> A part of a meal that is served separately from others	
<b>Crowed</b> To have made the sound that a rooster makes	
<b>Desperately</b> To act sad and hopeless	
<b>Gobbled</b> To have eaten quickly	
<b>Grumbled</b> To have complained about something	
<b>Horsing</b> Playing in a rough or loud way	
<b>Howled</b> To have said something in a loud and angry way	
<b>Moaned</b> To have said something in a way that shows pain or unhappiness	
<b>Squawked</b> To have made a short, harsh cry that sounds like a bird	
Vocabulary Word List   @BookPages.com	

## Word and Picture Sorting Cards

<b>Vocabulary Connections</b>	<b>Turkey Trouble</b> By: Wendi Silvano Grade Level: 2 / Guided Reading Level: K	
<b>Bleated</b>	<b>Course</b>	<b>Crowed</b>
		
<b>Desperately</b>	<b>Gobbled</b>	<b>Grumbled</b>
		
Picture Vocabulary Sorting Cards   @BookPages.com		

<b>Vocabulary Connections</b>	<b>Turkey Trouble</b> By: Wendi Silvano Grade Level: 2 / Guided Reading Level: K	
<b>Horsing</b> Playing in a rough or loud way	<b>Howled</b> To have said something in a loud and angry way	<b>Moaned</b> To have said something in a way that shows pain or unhappiness
<b>Squawked</b> To have made a short, harsh cry that sounds like a bird		
Definition Vocabulary Sorting Cards   @BookPages.com		

## Word and Definition Sorting Cards

<b>Vocabulary Connections</b>	<b>Turkey Trouble</b> By: Wendi Silvano Grade Level: 2 / Guided Reading Level: K	<b>Turkey Trouble</b> By: Wendi Silvano Grade Level: 2 / Guided Reading Level: K
<b>Bleated is a/an</b> noun, verb adverb, adjective Definition of <b>Bleated</b> :    <b>Bleated</b> looks like this:  <b>Bleated</b> reminds me of:	<b>Course is a/an</b> noun, verb adverb, adjective Definition of <b>Course</b> :    <b>Course</b> looks like this:  <b>Course</b> reminds me of:	<b>Crowed is a/an</b> noun, verb adverb, adjective Definition of <b>Crowed</b> :    <b>Crowed</b> looks like this:  <b>Crowed</b> reminds me of:
Interactive Vocabulary Notebook Cards   @BookPages.com		

<b>Word Games</b> with Words from Turkey Trouble	<b>Answer Key</b> Turkey Trouble																																																								
Directions: Read the words written below each turkey. Color the turkey if it has a syllable word.	Directions: Color the turkey if it has a syllable word.																																																								
<table border="1"> <tr><td>crowed</td><td>course</td><td>grumbled</td></tr> <tr><td>howled</td><td>moaned</td><td></td></tr> </table>	crowed	course	grumbled	howled	moaned		<table border="1"> <tr><td>grumbled</td><td></td></tr> <tr><td>moaned</td><td></td></tr> </table>	grumbled		moaned																																															
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Name: _____ @BookPages.com																																																									

## Word Games and Answer Key

## Interactive Vocabulary Notebook Cards

<b>Vocabulary Connections</b>	<b>Turkey Trouble</b> By: Wendi Silvano Grade Level: 2 / Guided Reading Level: K
<b>Turkey Trouble</b> By: Wendi Silvano	A new word that I learned in this book is: _____ It means: _____ I liked it because: _____
Interactive Vocabulary Notebook Personalized Vocabulary Builder Card   @BookPages.com	

## Vocabulary Word Extension Activities

<b>Vocabulary Connections</b>	<b>Vocabulary Connections</b>																																																		
Name: _____ Directions: 1. Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know. <table border="1"> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> </table>																Name: _____ Directions: 1. Write a word from your reading that is new to you in the first column. 2. Read the sentence below each word and write the word in the second column. Write what you think the word means in the third column. 3. Explain why you think your definition makes sense based on the context clues in the text. 4. Write the dictionary definition. 5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant. <table border="1"> <thead> <tr> <th>Word</th> <th>What I Think the Word Means</th> <th>Context Clues</th> <th>Real Definition</th> <th>✓</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	Word	What I Think the Word Means	Context Clues	Real Definition	✓																														
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Independent Word Exploration   @BookPages.com																																																			

## Personalized Vocabulary Bookmark

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**  
**Turkey Trouble**  
 By: Wendell Silvano  
 Grade Level: 2 / Guided Reading Level: K

**Instructional Focus:**  
 Onomatopoeia

**Background:**  
 Onomatopoeia is a word used to imitate a phonetic sound found in the natural world. It's often used to indicate the noise an animal might make.  
 Onomatopoeias don't

**Word Work**  
**Turkey Trouble**  
 By: Wendell Silvano  
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**Step 1: Introduce the Focus of Word Work**

**Introduce Onomatopoeia**

- Write the word, onomatopoeia, on the board.
- Have students say the word together several times.
- Tell the students that onomatopoeias are words that sound like the noise they make.
- Write a couple of examples on chart paper or the board.
- Ask for volunteers to give some more examples of onomatopoeias.

paw	bang	ribbit	bow-wow
woof	cock-a-doodle-do	caw	lick-flick
coo	achoo	ding-dong	choo-choo

**Step 2: Connect Word Work to Reading**

**Onomatopoeia in the Text**

- Read page 5 of *Turkey Trouble* aloud to the students. Ask them to identify the onomatopoeia words on the page (Mooooo, Gobble).
- Discuss how the author used quotation marks to show the reader that those words are sounds made by the animals.
- Tell the students that we are going to read the rest of the story and that you would like them to listen carefully for onomatopoeias while you read.
- Invite the students to repeat the sound of the onomatopoeia when they hear an onomatopoeia word in the text.
- Read *Turkey Trouble*.

**Examples of Onomatopoeias Found in the Text:**

Mooooo  
 Gobble, gobble  
 Oink  
 Baaaa  
 Cock-a-doodle-doo  
 Ding-dong

Word Work Lesson Plan | @BookPages.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

**Word Work**  
**Turkey Trouble**  
 By: Wendell Silvano  
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**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Explain to the class that you are going to practice recognizing onomatopoeia sounds.
- Collect a set of sound-makers. Here are some examples:
  - bell
  - squeak toy
  - pencil sharpener
  - small balloon (to pop)
  - hand clappers
  - whistle
  - sand paper
- Ask the class to identify each object and the onomatopoeia sound that the object makes.
- Guide the students to suggest how to spell the word on the board.
- Remind students that the sounds do not always follow spelling rules.
  - Bell = ring, ring, or tinkle, tinkle
  - Squeak Toy = squeak or eek
  - Pencil Sharpener = whizz

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of the **Onomatopoeia Practice Page**.
- Direct students to cut out the onomatopoeia sounds at the bottom of the page.
- Allow students to glue the onomatopoeia above the correct picture.
- Circulate around the room to monitor student progress and to answer any questions.

**Step 5: Reconnect and Reflect on Word Work**

**Group Discussion**

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their Word Work.
- Invite 2-3 students to share what they learned with the group.







Word Work Lesson Plan | @BookPages.com

Interactive Activity

Independent Practice Page

**Onomatopoeia**  
 Word Work Practice Page

**Directions:**  
 Each of the animals below makes a sound. Choose the onomatopoeia that correctly matches each animal. Cut it out and glue it above the correct picture.

		
		
Croak	Peep	Oink
Baa	Moo	Woof

Name: \_\_\_\_\_ Independent Word Work Practice | @BookPages.com

Extension Activity

**Word Detective: Onomatopoeia**  
 Extension Activity

**Directions:**  
 Be a word detective!  
 Be on the lookout for **onomatopoeias** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: \_\_\_\_\_ Word Work Extension Activity | @BookPages.com

# Assessments

Running Record					
Title: Turkey Trouble		Guided Reading Text Level: K		Word Count: 100	
Name: _____			Date: _____		
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____ Words Per Minute: (100/secondsread x 60) _____					
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual					
				COUNT	
				E SC E SC	
				MSV MSV	
Page					
2	Turkey was in trouble. Bad trouble.  The kind of trouble where it's almost  Thanksgiving... and you're the main course.  But Turkey had an idea...				
4	What if he didn't look like a turkey?  What if he looked like a horse?  Surely Farmer Jake wouldn't eat a horse for Thanksgiving.  His costume wasn't bad.  In fact, Turkey looked just like a horse... almost.				
Tested By: _____ @BookPagez.com					

## Running Record Assessment

Turkey Trouble CCSS Assessment		Name: _____
		Score: / 9
<b>Directions:</b> Use what you know about <b>Turkey Trouble</b> to answer each of the following questions.		
1. What holiday is coming up at the beginning of the story?		
<input type="radio"/> A Valentine's Day <input type="radio"/> B Thanksgiving <input type="radio"/> C Halloween <input type="radio"/> D St. Patrick's Day		
2. Which of these is not a lesson the author was trying to teach?		
<input type="radio"/> A Never give up. <input type="radio"/> B It's okay to eat pizza for Thanksgiving. <input type="radio"/> C Good ideas can come from anywhere. <input type="radio"/> D It's okay to laugh at others.		
3. How do the other animals respond when Turkey tells them his idea?		
<input type="radio"/> A They cheer Turkey on. <input type="radio"/> B They laugh at Turkey. <input type="radio"/> C They try to help Turkey solve his problem. <input type="radio"/> D They tattle on Turkey.		
4. Why does Turkey grumble "Gobble, gobble" to the other animals?		
<input type="radio"/> A To show that he is frustrated. <input type="radio"/> B To show that he is happy. <input type="radio"/> C To show that he is lonely. <input type="radio"/> D To show that he is excited.		
5. What happens at the beginning that is important throughout the whole story?		
<input checked="" type="radio"/> A Turkey finds out that it's almost Thanksgiving. <input type="radio"/> B Turkey finds out the farmer's name is Jake. <input type="radio"/> C Turkey finds out that he lives on a farm. <input type="radio"/> D Turkey finds out that he can't disguise himself very well.		
6. The cows, the pigs, and the sheep don't think Turkey's costumes are very good. Who else agrees with them?		
<input type="radio"/> A Farmer Jake <input type="radio"/> B The pizza delivery boy <input checked="" type="radio"/> C Rooster <input type="radio"/> D Goat		
7. What do the illustrations and the words tell us about the story?		
<input type="radio"/> A They show the story is serious. <input checked="" type="radio"/> B They show the story is funny. <input type="radio"/> C They show the story is sad. <input type="radio"/> D They show the story is true.		
8. Why was Turkey's last idea better than his ideas to dress as farm animals?		
<input checked="" type="radio"/> A Because he gave Farmer Jake pizza to eat instead of Turkey. <input type="radio"/> B Because he looked more like a pizza delivery boy than an animal. <input type="radio"/> C Because he made Farmer Jake laugh. <input type="radio"/> D All the above.		
9. Why was it Turkey's best Thanksgiving ever?		
<input type="radio"/> A Because he had fun dressing up as farm animals. <input type="radio"/> B Because he got to eat pizza. <input checked="" type="radio"/> C Because he figured out how to save his life. <input type="radio"/> D Because he made friends with Rooster.		
CCSS Assessment 2 <sup>nd</sup> Grade Reading Standards for Literature   BookPagez.com		

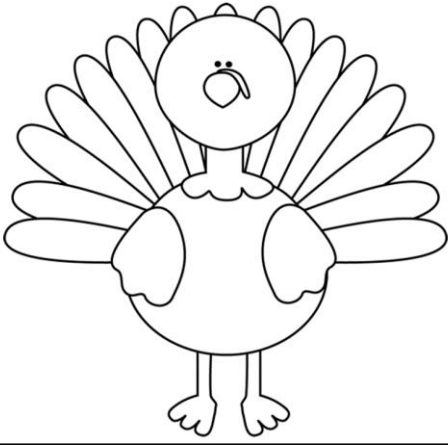
Common Core Assessment:  
One question for each Reading  
Informational OR Reading Literature  
standard (1-9)

Answer Key

# Extension Activity

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

**Directions:**  
In the book **Turkey Trouble**, Turkey tried to disguise himself as a horse, a cow, a pig, a sheep, and a rooster. None of his disguises worked very well. Help Turkey hide from Farmer Jake by giving him a better disguise.



Extension Activity | ©BookPages.com

## Bonus Extension Activity

# Complete Common Core Alignment

Common Core State Standards Correlation
Turkey Trouble Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Turkey Trouble correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Reading and Summarizing Lesson Plan and Resources</b>
<b>Reading: Literature</b> <b>RI.1</b> – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text. <b>RI.2</b> – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <b>RI.3</b> – Describe how characters in a story respond to major events and challenges. <b>RI.4</b> – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. <b>RI.5</b> – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <b>RI.6</b> – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Reading: Foundational Skills</b> <b>RF.2.3</b> – Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.2.4</b> – Read with sufficient accuracy and fluency to support comprehension.
<b>Writing</b> <b>W.2.8</b> – Recall information from experiences or gather information from provided sources to answer a question.
<b>Speaking &amp; Listening</b> <b>SL.2.1b</b> – Build on others’ talk in conversations by linking their comments to the remarks of others. <b>SL.2.2</b> – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <b>SL.2.3</b> – Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<b>Language</b> <b>L.2.4</b> – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).
Turkey Trouble CCSS Alignment   ©BookPages.com

Common Core State Standards Correlation
Turkey Trouble Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Turkey Trouble correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Identifying the Author’s Purpose Lesson Plan and Resources</b>
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## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
Turkey Trouble Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Turkey Trouble correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Vocabulary Lesson Plan and Resources</b>
<b>Language</b> <b>L.2.4a</b> – Use the sentence-level context as a clue to the meaning of a word or phrase. <b>L.2.4b</b> – Identify readable connections between words and their use (e.g., describe foods that are tasty or juicy).
<b>L.2.4</b> – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships (e.g., because).
Turkey Trouble CCSS Alignment   ©BookPages.com

Common Core State Standards Correlation
Turkey Trouble Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Turkey Trouble correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Word Work Lesson Plan and Resources</b>
<b>Reading: Foundational Skills</b> <b>RF.2.3</b> – Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.2.4</b> – Read with sufficient accuracy and fluency to support comprehension.
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Vocabulary Connections  
Common Core Alignment

Word Work  
Common Core Alignment

# Student Facing Resources in Spanish for Turkey Trouble Super Pack

## 5 Comprehension Strategy Practice Pages

### Making Predictions Practice Page

**Tu turno para Hacer predicciones**  
con Turkey Trouble (El problema de pavo)

**Página 2:**  
Pavo está preocupada de que el granjero Jake y su familia lo vayana comer para la cena de Acción de Gracias. ¿Cuál crees que es la idea de Pavo?

Di por qué tu predicción tiene sentido.

**Página 10:**  
Haga una predicción sobre la nueva idea de Pavo. ¿Qué hará él después?

¿Qué te hace pensar eso?

**Páginas 15 y 16:**  
¿Qué predices que dirán los animales sobre el disfraz de oveja de Pavo? ¿Por qué piensas eso?

Nombre: \_\_\_\_\_ ©BookPages.com

Page by Page  
Guided  
Questions

### Answer Key

**Hacer predicciones**  
con Turkey Trouble (El problema de pavo)

¿Cómo te ayuda tu predicción como lector?  
Las respuestas varían. Podrían incluir: Mi predicción me ayuda como lector porque me hace pensar en lo que sucederá después en la historia.

**Página 25:**  
Pavo encontró una nueva idea. Mire cuidadosamente la foto. Predice cuál podría ser su idea.  
Las respuestas varían. Podrían incluir: Predigo que Pavo hará algo para la cena de Acción de Gracias porque está de pie en un jardín con pimientos, champiñones, cebollas y tomates.

¿Por qué tiene sentido tu predicción?  
Las respuestas varían. Podrían incluir: Mi predicción tiene sentido porque si puede hacer algo para el granjero Jake, tal vez la familia no coma Pavo.

**Página 27:**  
¿Cuál fue la idea de Pavo? ¿Qué predices que hará el granjero Jake ahora?  
La idea de Pavo era entregar una pizza para la cena de Acción de Gracias.

¿Qué predices que hará el granjero Jake ahora?  
Predigo que el granjero Jake comerá la pizza y será feliz.

¿Predicción te ayuda como lector? ¿Por qué o por qué no?  
Las respuestas varían. Podrían incluir: Mi predicción me ayuda porque me hace pensar en las formas en que la historia puede terminar.

Answer Key | ©BookPages.com

Sample answers  
written in Spanish

**Volver a contar y resumir**  
con Turkey Trouble (El problema de pavo)

**Tu turno para Volver a contar y resumir**  
con Turkey Trouble (El problema de pavo)

**Identificar el propósito del autor**  
con Turkey Trouble (El problema de pavo)

**Tu turno para Identificar el propósito del autor**  
con Turkey Trouble (El problema de pavo)

**Sintetizar**  
con Turkey Trouble (El problema de pavo)

**Tu turno para Sintetizar**  
con Turkey Trouble (El problema de pavo)

**Entender la estructura del texto**  
con Turkey Trouble (El problema de pavo)

**Tu turno para Entender la estructura del texto**  
con Turkey Trouble (El problema de pavo)

**Retelling and Summarizing**

**Author's Purpose**

**Synthesizing**

**Understanding Text Structure**

# Writing About Reading with Optional CCSS Alignment

"I Can" Statement written in Spanish

**Turkey Trouble (El problema de pavo): Entender la estructura del texto**

Observe cómo el autor describe la forma en que hablan los animales. ¿Cómo ayuda leer que las ovejas "blanquearon" y que el gallo "cantó" te ayudan a entender mejor el libro?

Puedo decir cómo las palabras en cuentos, poemas o canciones pueden darles ritmo y ayudar a las personas a entenderlos mejor. CCSS-RL.2.4

---

**Turkey Trouble (El problema de pavo): Entender la estructura del texto**

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Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPagez.com

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

**Turkey Trouble (El problema de pavo): Entender la estructura del texto**

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**Turkey Trouble (El problema de pavo): Entender la estructura del texto**

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Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 5 Comprehension Strategy Graphic Organizers

**Volver a contar y resumir**

Título: \_\_\_\_\_

¿De qué se trata el libro?

¿Es ficción o no ficción?

Has un dibujo o escribe una oración completa en cada caso:

Primero	Después	Entonces
Después de esto	Entonces	Al final

¿Cuál es la cosa más importante sobre lo que sucede en el libro?

Instrucciones:  
1. Contesta todas las preguntas.  
2. Conto cuidadosamente en las líneas de puntos.  
3. Pongo un pequeño ítem en el cuadro del texto.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and Summarizing

**Hacer predicciones**

Título: \_\_\_\_\_

Predicciones al principio	Predicciones mientras leo	Verifico las predicciones
¿Cómo se va a desarrollar la historia?	¿Cómo se va a desarrollar la historia?	¿Cómo se va a desarrollar la historia?
<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto	<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto	<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto

Instrucciones:  
1. Contesta todas las preguntas.  
2. Conto cuidadosamente en las líneas de puntos.  
3. Pongo un pequeño ítem en el cuadro del texto.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

**Identificar el propósito del autor**

Título: \_\_\_\_\_

¿Quién es el autor de tu libro?

¿Cuál fue el propósito del autor al escribir este libro? ¿Cómo lo sabes?

Para persuadir  
 Para informar  
 Para entretener

Yo sé porque...

¿Qué piensas que el autor quería que pensamos mientras estábamos leyendo este libro?

Dibuja la cosa más importante en que el autor te hizo pensar mientras estábamos leyendo.

Instrucciones:  
1. Contesta todas las preguntas.  
2. Conto cuidadosamente en las líneas de puntos.  
3. Pongo un pequeño ítem en el cuadro del texto.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Author's Purpose

**Entender la estructura del texto**

Título: \_\_\_\_\_

Estructura del texto	Dónde lee usted la estructura del texto	Cómo la estructura del texto me ayudó
Página: _____	Página: _____	Página: _____
Página: _____	Página: _____	Página: _____
Página: _____	Página: _____	Página: _____

Instrucciones:  
1. Contesta todas las preguntas.  
2. Conto cuidadosamente en las líneas de puntos.  
3. Pongo un pequeño ítem en el cuadro del texto.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Understanding Text Structure

**Sintetizar**

Título: \_\_\_\_\_

Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Porque...
Al nueva forma de pensar es...	Ahora entiendo...	Después de pensar sobre...
Porque...	Porque...	Puede concluir que...

Instrucciones:  
1. Contesta todas las preguntas.  
2. Conto cuidadosamente en las líneas de puntos.  
3. Pongo un pequeño ítem en el cuadro del texto.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Synthesizing



# Extension Activity

Nombre: \_\_\_\_\_ La fecha: \_\_\_\_\_

**Direcciones:**

En el libro **Turkey Trouble** (El problema de pavo), Pavo trató de disfrazarse de caballo, vaca, cerdo, oveja y gallo. Ninguno de sus disfraces funcionó muy bien. Ayuda a Pavo a esconderse del granjero Jake dándole un mejor disfraz.

