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# Beautiful Bayou

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## Kisatchie National Forest Quarter Grades Kindergarten and One

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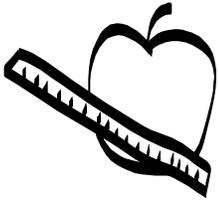
### OBJECTIVES

Students will describe the bayou environment and its special features. Students will identify key physical characteristics of a wild turkey.



### MATERIALS

- 1 overhead projector or equivalent technology
- 1 overhead transparency (or photocopy) of each of the following:
  - “Kisatchie National Forest Quarter” page
  - “By the Bayou” worksheet
  - “Beautiful Bayou” worksheet
  - “Beautiful Bayou Checklist”
  - “The Wonderful Wild Turkey” worksheet
  - “The Wonderful Wild Turkey Checklist”
- Copies of the following:
  - “By the Bayou” worksheet
  - “Beautiful Bayou” worksheet
  - “Beautiful Bayou Checklist”
  - “The Wonderful Wild Turkey” worksheet
  - “The Wonderful Wild Turkey Checklist”
- 1 copy of an age-appropriate text that gives information about the bayou, such as:
  - *Babies on the Bayou* by Jim Arnosky
  - *Postcards from Buster: Buster and the Great Swamp* by Marc Brown
  - *Sweet Magnolia* by Virginia Kröll
- 1 copy of an age-appropriate text that gives information about turkeys, such as:
  - *All About Turkeys (All About Series)* by Jim Arnosky
  - *Turkeys (Blast Off! Readers)* by Hollie Endres
  - *Wild Turkeys (American Animals)* by Meryl Magby
- 1 class map of the United States
- Chart paper
- Markers
- Pencils
- Crayons



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- White construction paper (10-inch squares)
- Scissors
- Glue



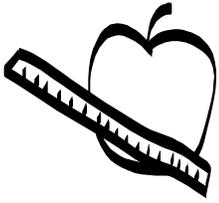
## PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
  - “Kisatchie National Forest Quarter” page
  - “By the Bayou” worksheet
  - “Beautiful Bayou” worksheet
  - “Beautiful Bayou Checklist”
  - “The Wonderful Wild Turkey” worksheet
  - “The Wonderful Wild Turkey Checklist”
- Make copies of each of the following:
  - “By the Bayou” worksheet (1 per student)
  - “Beautiful Bayou” worksheet (1 per student)
  - “Beautiful Bayou Checklist” (1 per student)
  - “The Wonderful Wild Turkey” worksheet (1 per student)
  - “The Wonderful Wild Turkey Checklist” (1 per student)
- Locate a text that gives information about bayous (see examples under “Materials”).
- Locate a text that gives information about wild turkeys (see examples under “Materials”).
- Locate images of bayous.
- Create a chart labeled “The Bayou” for Session 1.
- Cut 10-inch square pieces of construction paper (1 for each pair of students).
- Create a chart labeled “Wild Turkeys” for Session 3.
- Create a T-chart labeled “Predator/Prey” for Session 3.
- Locate different examples of diagrams for Sessions 3 and 4.



## GROUPINGS

- Whole group
- Individual work
- Pairs



# Beautiful Bayou



## CLASS TIME

Four 20- to 30-minute sessions, total 80 to 120 minutes



## CONNECTIONS

- Science
- Language Arts



## STANDARDS (NATIONAL/COMMON CORE)

### National Standards

- National Council for Teachers of English/International Reading Association Standards for English/Language Arts
  - 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound–letter correspondence, sentence structure, context, graphics).
- National Science Teachers Association
  - LS1.C: Organization for Matter and Energy Flow in Organisms: All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1)

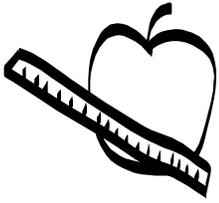
### Common Core State Standards English/Language Arts

- CCSS.ELA-LITERACY.RI.K.2: With prompting and support, identify the main topic and retell key details of a text.
- CCSS.ELA-LITERACY.RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- CCSS.ELA-LITERACY.SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.



## TERMS AND CONCEPTS

- |                             |                   |                  |
|-----------------------------|-------------------|------------------|
| • Quarter                   | • Obverse (front) | • Reverse (back) |
| • Kisatchie National Forest | • Bayou           | • Creek          |
| • Swamp                     | • Diagrams        | • Predator/prey  |
| • Prey                      | • Wattle          | • Poult          |



# Beautiful Bayou



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

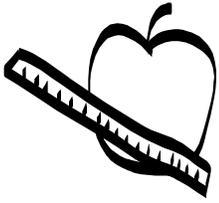
- Following directions and step-by-step instructions
- Habitats
- Basic needs of animals
- Prepositions

## STEPS



## SESSION 1

1. Display an image of the Louisiana bayou. Tell the students that a bayou is a slow moving creek or swampy part of a river or lake. Record the definition on chart paper.
2. Display and examine the “Kisatchie National Forest Quarter” page. Locate this site on a class map. Note its position in relation to your school’s location. As background information, explain to the students that the United States Mint began to issue the quarters in the America the Beautiful Quarters® Program in 2010. By the time the program ends in 2021, there will be a total of 56 quarter designs. Each design will focus on a different national site—one from each state, territory, and the District of Columbia.
3. Tell the students that the front of a coin is called the “obverse” and the back is called the “reverse.” Ask the students to tell you about the image on the quarter’s reverse. Explain that the image depicts a wild turkey taking flight near the bayou.
4. Tell the students that they will be learning about the animals that live on and near the bayou. Animals that live “on” the bayou live on or below the water, and animals that live “near” the bayou live beside or near the bayou. Ask the students to share what they may already know about the bayou.
5. Introduce the students to the selected text about the bayou. As a group, preview the text and illustrations to generate observations about what is occurring at different points in the text. Read the selected text or portions of the text to the class and attend to any unfamiliar vocabulary.
6. Display the chart “The Bayou.” Divide the class into pairs. Have the pairs discuss what they might see on or near the bayou. Add the students’ ideas to the chart.
7. Display and distribute a copy of the “By the Bayou” worksheet to each student. Allow time for the students to complete the worksheet.
8. Collect the worksheets.



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# Beautiful Bayou

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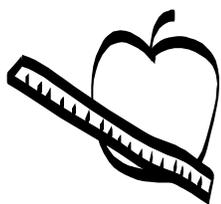
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## SESSION 2

1. Display the chart “The Bayou” and review the information from the previous session, including the animals and plants they might see on or near the bayou.
2. Display a copy of the “Beautiful Bayou” worksheet. Tell the students that they will work with a partner to create a poster about the bayou, each drawing one thing found on a bayou, and one thing found near a bayou. Have the pairs discuss what they would like to draw for the poster.
3. Distribute a copy of the “Beautiful Bayou” worksheet to each student. After the students have finished drawing their individual pictures, direct them to complete the sentence strips, naming their drawings.
4. Distribute a 10-inch square sheet of construction paper to each pair. Have the pairs work together to draw a bayou on the paper. The scene should include a bayou and a near-bayou area.
5. Have the students each cut out and glue the sentence strips to frame the poster.
6. Have the students cut out their individual pictures and glue them onto the bayou scene. (They can cut their pictures as rectangles or as the image shape to allow more of the background to show.)
7. Allow time for the students to complete the poster with their partner.
8. Display the “Beautiful Bayou Checklist” and review it with the students. Distribute a copy of the checklist to each of the students so they can check their work.
9. Have the students fill in the “Beautiful Bayou Checklist.”
10. Collect the posters and checklists.
11. Display the completed posters in the classroom assembled as a bayou quilt.

## SESSIONS 3 AND 4

1. Review the information and charts from the previous sessions. Display the “Kisatchie National Forest Quarter” page.
2. Direct the students’ attention to the wild turkey on the coin. Ask the students what they know about wild turkeys. Explain to the students that wild turkeys live in Kisatchie National Forest. Discuss with the students why wild turkeys might live near the bayou. For instance, the bayou’s surrounding area has many plants, seeds, and insects for the wild turkey to eat.

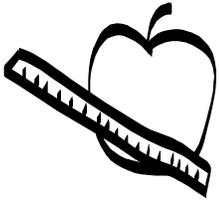


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# Beautiful Bayou

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3. Introduce the students to the selected text about wild turkeys. As a group, preview the text and illustrations to generate observations about what is occurring at different points in the text. Read the selected text or portions of the text to the class and attend to any unfamiliar vocabulary. Add vocabulary and definitions to the chart “The Bayou.”
4. Lead a class discussion about what wild turkeys need to survive. Ask the students where wild turkeys might find food, water, and shelter in the bayou.
5. Display the “Wild Turkeys” chart and add the ideas to the chart paper. Discuss with the students the special features of a wild turkey, such as the wild turkey’s long legs, dark colored feathers, long neck, strong wings, etc. Tell the students that a poult is a baby turkey and the wattle is a piece of skin that hangs down from the wild turkey’s beak. Add new vocabulary and definitions to the “Wild Turkeys” chart.
6. Return to the Kisatchie National Forest coin image and ask the students how wild turkeys might protect themselves from animals that might want to eat them.
7. Display and read the title on the T-chart, “Predator/Prey.” Ask the students what they think the words mean. Tell the students that a predator is an animal that hunts other animals and that a prey animal is hunted by other animals. Add the definitions to the chart.
8. Ask the students what body parts a wild turkey might use to prey on other animals or insects. Have students share the name of a predator of a wild turkey or an animal or insect a wild turkey preys on. Add these to the T-chart.
9. Display examples of diagrams. Tell the students a diagram is a drawing that shows and tells about the different parts of something. Tell the students they will be completing a diagram of a wild turkey.
10. Display the “The Wonderful Wild Turkey” worksheet and read the directions as a class. Identify the different body parts of the wild turkey. Add any unfamiliar words and definitions to the “Wild Turkeys” chart.
11. Distribute the worksheet and allow time for the students to complete it.
12. Display the “The Wonderful Wild Turkey Checklist” and review it with the students.
13. Distribute the checklist and allow time for the students to complete it.
14. Collect the worksheets and checklists.
15. Display the completed worksheets in the classroom.



# Beautiful Bayou



## ASSESSMENT

Use the students' class participation, worksheets, and checklists to evaluate whether they have met the lesson objectives.



## ENRICHMENTS/EXTENSIONS

- Have students research and demonstrate an understanding of other animals that live on or near the bayou by creating a diorama, poem, or song on the animal of their choice.
- Have students use a Venn diagram to compare farm and wild turkeys.
- Have students use premade labels for the wild turkey diagram.
- Have students use the wild turkey diagram pieces to create a puzzle.
- Have students draw the wild turkey and label the body parts.
- Have students learn more about homophones with the “Flower or Flour?” Teacher Feature for grades 2 through 5.
- Have students learn more about wild turkeys with the 2013 Native American \$1 Coin lesson plan for grades 2 and 3 “Let’s Talk Turkey.”
- Have students learn more about habitats with the 2015 America the Beautiful Quarters Program lesson plan for grades 2 and 3 for Bombay Hook National Wildlife Refuge.
- Have students learn how Benjamin Franklin wanted the wild turkey as our national bird instead of the bald eagle with the “Turkeys or Eagles?” lesson plan for grades Kindergarten through 2.



## DIFFERENTIATED LEARNING OPTIONS

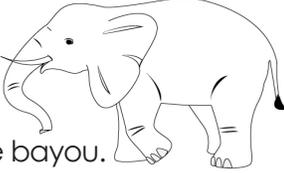
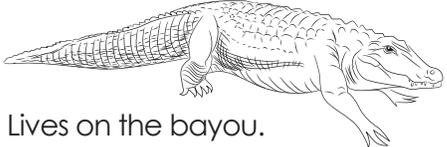
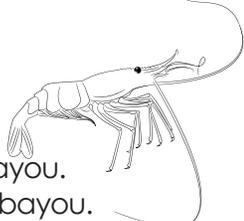
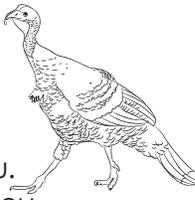
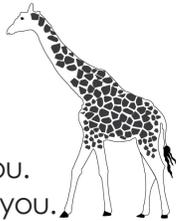
- Have students use pre-cut pictures to create their “Beautiful Bayou” worksheet and “The Wonderful Wild Turkey” project.
- Have students work with a partner to complete the “Beautiful Bayou” worksheet and “The Wonderful Wild Turkey” project.
- Allow extended time for completing the work.



Name \_\_\_\_\_

# By the Bayou

**Directions:** Circle the sentence that best applies to each animal.

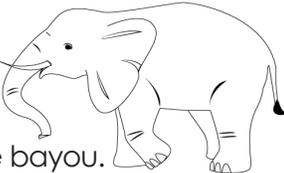
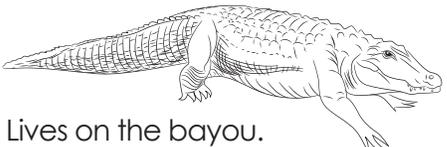
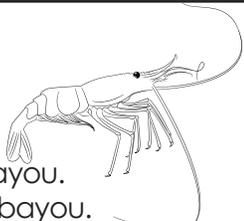
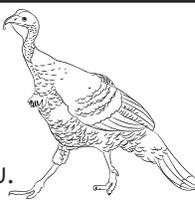
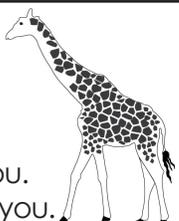
 <p>Lives on the bayou. Lives near the bayou. Does not live on or near the bayou.</p>	 <p>Lives on the bayou. Lives near the bayou. Does not live on or near the bayou.</p>	 <p>Lives on the bayou. Lives near the bayou. Does not live on or near the bayou.</p>
 <p>Lives on the bayou. Lives near the bayou. Does not live on or near the bayou.</p>	 <p>Lives on the bayou. Lives near the bayou. Does not live on or near the bayou.</p>	 <p>Lives on the bayou. Lives near the bayou. Does not live on or near the bayou.</p>



Name \_\_\_\_\_

# By the Bayou

**Directions:** Circle the sentence that best applies to each animal.

 <p>Lives on the bayou. Lives near the bayou. Does not live on or near the bayou.</p>	 <p>Lives on the bayou. Lives near the bayou. Does not live on or near the bayou.</p>	 <p>Lives on the bayou. Lives near the bayou. Does not live on or near the bayou.</p>
 <p>Lives on the bayou. Lives near the bayou. Does not live on or near the bayou.</p>	 <p>Lives on the bayou. Lives near the bayou. Does not live on or near the bayou.</p>	 <p>Lives on the bayou. Lives near the bayou. Does not live on or near the bayou.</p>

Name \_\_\_\_\_



# Beautiful Bayou

**Directions:** Draw at least one animal you might see **on** the bayou and one animal you might see **near** the bayou. Write the names of the animals on the sentence strips. With your partner, draw the bayou scene on construction paper. Cut out the sentence strips and glue them around the bayou scene to make a frame. Cut out the animals and glue them onto the bayou scene.



A large rectangular area defined by a dashed line, intended for drawing a bayou scene and cutting out animals and sentence strips.

**On** the bayou, you might see \_\_\_\_\_.

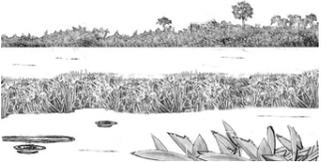
**Near** the bayou, you might see \_\_\_\_\_.



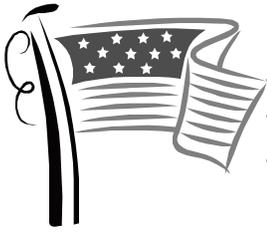
Name \_\_\_\_\_

# Beautiful Bayou Checklist

**Directions:** Put a ✓ (check mark) next to each sentence if you did it. If you are a “water drop,” you did this some of the time. If you are a “bayou,” you did this every time.

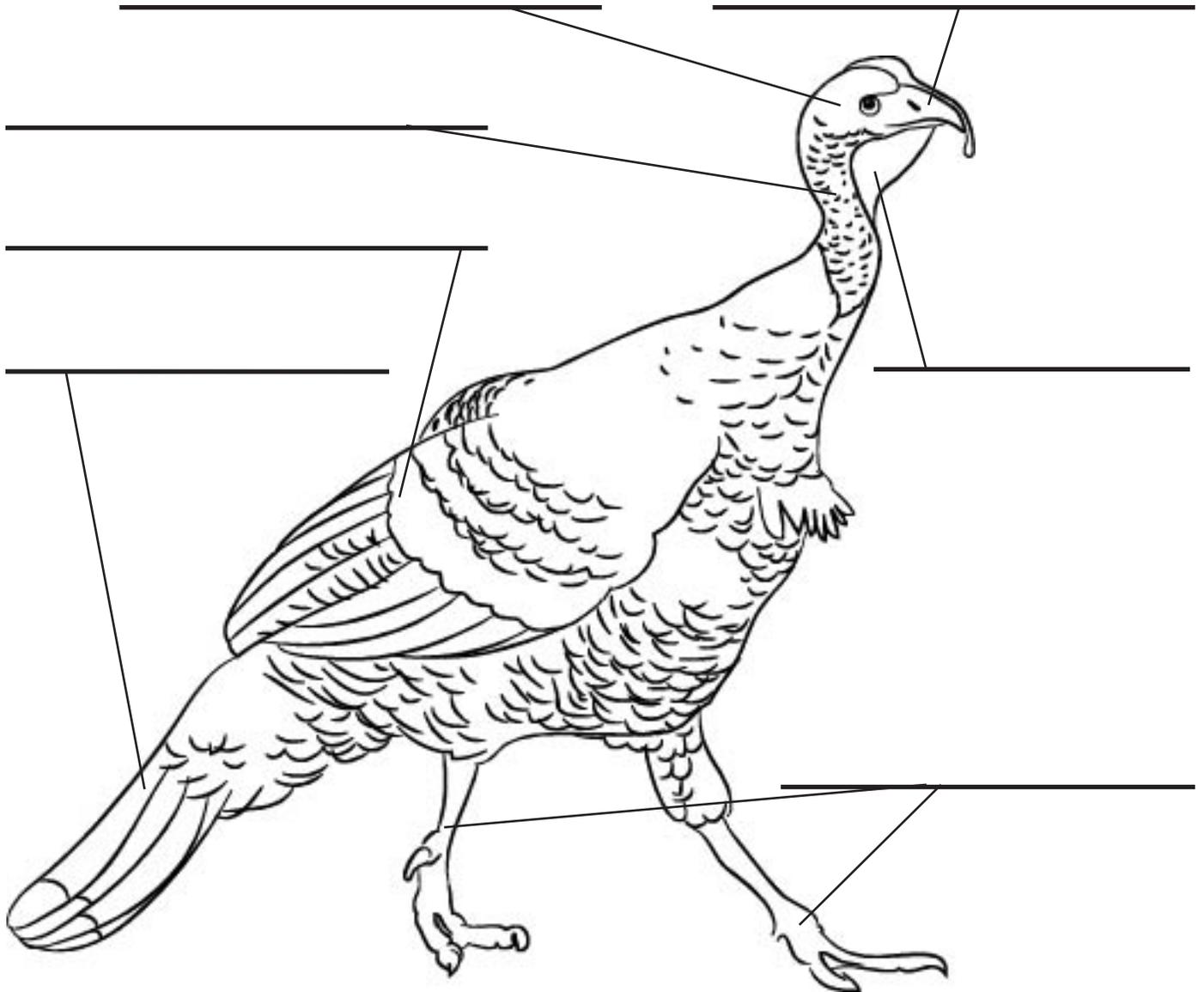
Task	 Beginning Water drop	 Accomplished Bayou
I put my name on my poster.		
I worked with my partner to choose and draw 2 things <b>on</b> the bayou.		
I worked with my partner to choose and draw 2 things <b>near</b> the bayou.		
I finished both sentences.		

**Teacher Notes**



Name \_\_\_\_\_

# The Beautiful Wild Turkey



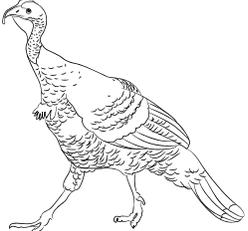
**WORD BANK**  
head neck beak wattle  
legs tail feathers



Name \_\_\_\_\_

# The Wonderful Wild Turkey Checklist

**Directions:** Put a ✓ (check mark) next to each sentence if you did it. If you are a “poult,” you did this some of the time, and if you are a “turkey,” you did this every time.

<p style="text-align: center;"><b>CATEGORY</b></p>	<p style="text-align: center;">   <b>BEGINNING POULT</b> </p>	<p style="text-align: center;">   <b>ACCOMPLISHED TURKEY</b> </p>
<p>My Venn diagram includes my habitat and an Everglades National Park habitat.</p>		
<p>I included at least one plant for each habitat.</p>		
<p>I included at least one animal for each habitat.</p>		
<p>I included the weather for each habitat.</p>		
<p>I included at least one activity that can be done in each habitat.</p>		

**Teacher Comments**



# Kisatchie National Forest Quarter



# The United States of America

