

General Information

Lesson Parts & Duration

Total Duration: 45 minutes to 1 hour

- Reading for Comprehension: Key Details

Subject(s)

- Informational Text: Growth Cycle of Pumpkins, by Janna Duffy; Key Ideas and Details (R.I.2.1-3)

Objective

- Students will answer questions such as what, where, when, and how to demonstrate understanding of key details in the text.
- Students will develop a graphic organizer that will record key information about the text.

Materials

- **Required:** copies of the story, Growth Cycle of Pumpkins (1 copy per student) (pages 5-8)
- chart paper (**Prep:** On the chart paper, vertical position, draw the graphic organizer on page 2)
- dry erase board, chalkboard, document camera or similar device to share with class
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 10)

Protocols (page 9)

- Used throughout lesson - be familiar with each protocol.
- Place Protocols under a document camera (if available) as necessary throughout the lesson.

Throughout this lesson, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a “T” followed by *italicized* type indicate scripted text
- ☀ **Clarifiers** within scripted text are in orange
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

Instructional Plan: 45-60 minutes

Distribute the text, Growth Cycle of Pumpkins to the students. **1 copy per student**

T Once you have your text, please write your name in the top right corner. **Model this for students to have an example.**

Introduction

T Students, you are going to listen and read along to this story today as I read it aloud to you.

T In looking at the first page, what kind of clues to the meaning of this story do you find that prepare us to read this text? **Using equity sticks, if available, choose students to answer. Answer: illustration, title**

T Okay, let's listen to the story now.

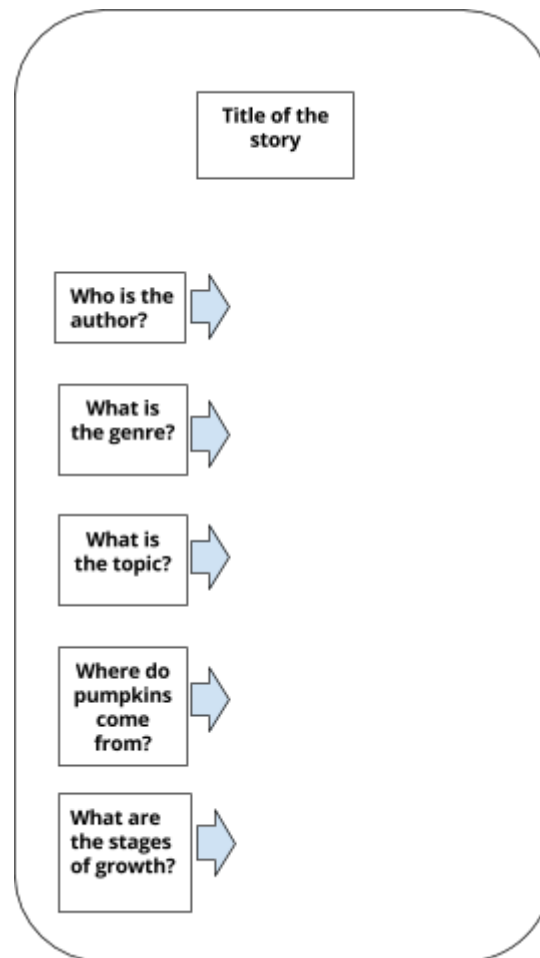
Read aloud the complete story as students listen silently.

T We are going to use this graphic organizer to help us to organize the key information from our story. **Draw students attention to the graphic organizer you have already made. If you didn't have a chance to prep this chart in advance, simply create it as you go!**

T For each part of our chart we are going to first discuss with a partner and then share our ideas with the class.

T I will then be writing all of our answers on the chart as we go.

Put students in partners. Someone sitting near them or mix all of the students up.



The graphic organizer is a vertical chart with a rounded top. It contains the following sections from top to bottom:

- Title of the story** (in a box)
- Who is the author?** (in a box with a right-pointing arrow)
- What is the genre?** (in a box with a right-pointing arrow)
- What is the topic?** (in a box with a right-pointing arrow)
- Where do pumpkins come from?** (in a box with a right-pointing arrow)
- What are the stages of growth?** (in a box with a right-pointing arrow)

Ask, Answer, and Justify

- Put students in pairs: have them assign themselves a number 1 or 2
- Roles for number assignments:
 - 1's will ask the question first and 2's will respond
 - Then 2's will ask the question and 1's will respond

Share out and check for understanding

- Follow the protocol for Ask and Justify
- Ask students to share their response to the question
- Verify that response or conclusion is correct
- If needed, provide clarification

T We are going to use the Ask, Answer and Justify protocol with our partners.

T With your partner, please decide who is going to be a 1 and who is going to be a 2.

T 1's will ask the questions first and then 2's will respond or answer the question.

T Then the 2's will ask the next question and 1's will respond.

T Next time you will switch and 2's will go first asking the question.

T Your first question is: "Who is providing the information in this story?"

Ask, Answer and Justify

Partner Discussion

Question: Who is providing the information for this story?

Provide time for students to discuss this question. Monitor to ensure that 1's are asking 2's and 2's are answering and then they switch and 2's ask 1's and 1's answer.

Share out and check for understanding

T Who would like to share their answer? Using equity sticks, if available, choose students to answer. Answer: the author; Janna Duffy

Verify that responses are correct, provide clarification if needed and record responses on chart.

T Now you will switch and 2's will go first asking the question.

T Your next question is: "What is the genre of this story?"

T Genre means what type or kind of story it is, for example is it a made-up story, which we call fiction?

T Or is it a real informational story, which we call nonfiction?

Ask, Answer and Justify

Partner Discussion

Question: What is the genre of this story?

Provide time for students to discuss this question. Monitor to ensure that 1's are asking 2's and 2's are answering and then they switch and 2's ask 1's and 1's answer.

Share out and check for understanding

T Who would like to share their answer? Using equity sticks, if available, choose students to answer. Answer: Nonfiction or Informational

Verify that responses are correct, provide clarification if needed and record responses on chart.

T Now you will switch and 1's will go first asking the question.

T Your next question is: "What is the topic of this story?"

T A topic is like a subject, what is it mostly talking about?

Ask, Answer and Justify

Partner Discussion

Question: What is the topic of this story?

Provide time for students to discuss this question. Monitor to ensure that 1's are asking 2's and 2's are answering and then they switch and 2's ask 1's and 1's answer.

Share out and check for understanding

T Who would like to share their answer? Using equity sticks, if available, choose students to answer. Answer: Pumpkins; Growth Cycle of Pumpkins

Verify that responses are correct, provide clarification if needed and record responses on chart.

T Now you will switch and 2's will go first asking the question.

T Your next question is: "Where do Pumpkins come from?"

Ask, Answer and Justify

Partner Discussion

Question: Where do Pumpkins come from?

Provide time for students to discuss this question. Monitor to ensure that 1's are asking 2's and 2's are answering and then they switch and 2's ask 1's and 1's answer.

Share out and check for understanding

T Who would like to share their answer? Using equity sticks, if available, choose students to answer. Answer: Pumpkins come from seeds.

Verify that responses are correct, provide clarification if needed and record responses on chart.

T Now you will switch and 1's will go first asking the question.

T Your last question is: "What are the stages of growth?"

Ask, Answer and Justify

Partner Discussion

Question: What are the stages of growth?

Provide time for students to discuss this question. Monitor to ensure that 1's are asking 2's and 2's are answering and then they switch and 2's ask 1's and 1's answer.

Share out and check for understanding

T Who would like to share their answer? Using equity sticks, if available, choose students to answer. Answer: Stage 1: Pumpkin Seed; Stage 2: Pumpkin Sprout; Stage 3: Pumpkin Stems & Vines; Stage 4: Pumpkin Blossom; Stage 5: Green Pumpkin; Stage 6: Pumpkin Turns Orange

Verify that responses are correct, provide clarification if needed and record responses on chart.



Make sure to "Break Up Your Day!"



Now is a great time to take a break and get students re-energized.

See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 10)

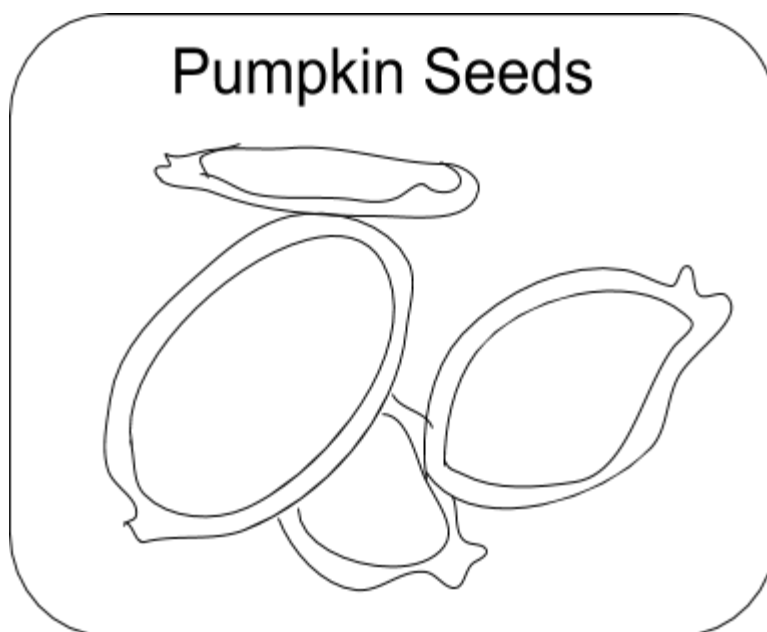
Growth Cycle of Pumpkins

By: Janna Duffy

Every fall you see pumpkins setting on the porches or sidewalks of houses. They look fun and sometimes scary, but where do pumpkins come from? How do you grow a pumpkin? Are there stages in growing a pumpkin?

Yes! There are actually six stages in a pumpkin's growth cycle.

First, you take a pumpkin seed and plant it into rich, dark soil. Make sure you give it plenty of room! Some pumpkin plants can grow ten feet or more.



Next, the seed will sprout if it has lots of water and nutrients from the soil.

Pumpkin Sprout



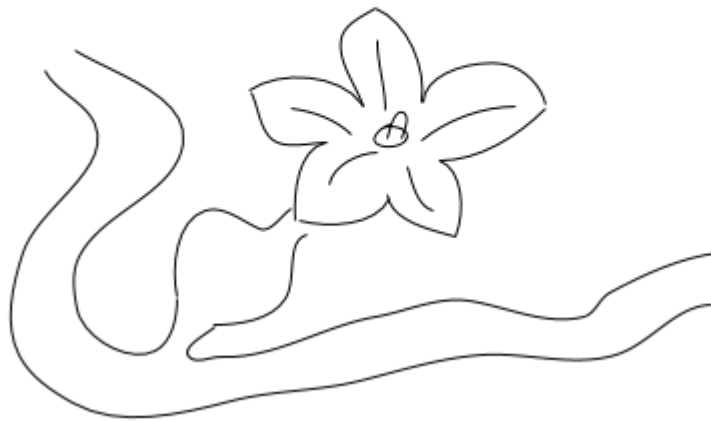
Third, the sprout starts growing stems and vines. This is the exciting part because the vines grow across the soil, across sidewalks, even into other plants.



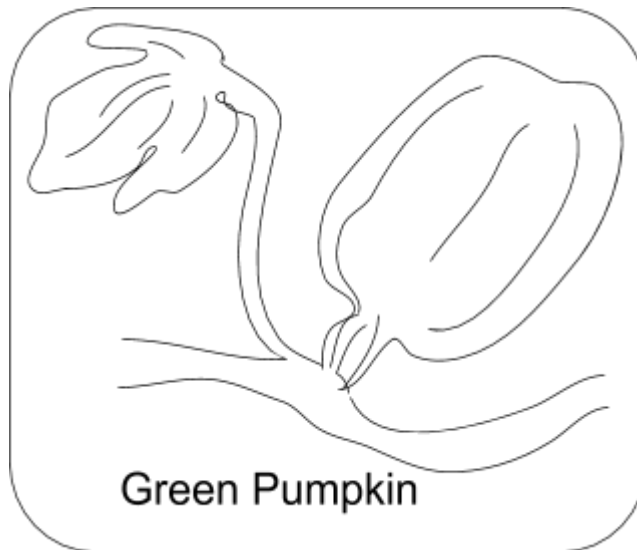
Pumpkin Stems and Vines

Fourth, the blossoms appear and soon become tiny little pumpkins. **Bees** and other insects need to visit the flower before a pumpkin appears, so make sure your pumpkin plant goes outdoors.

Pumpkin Blossom

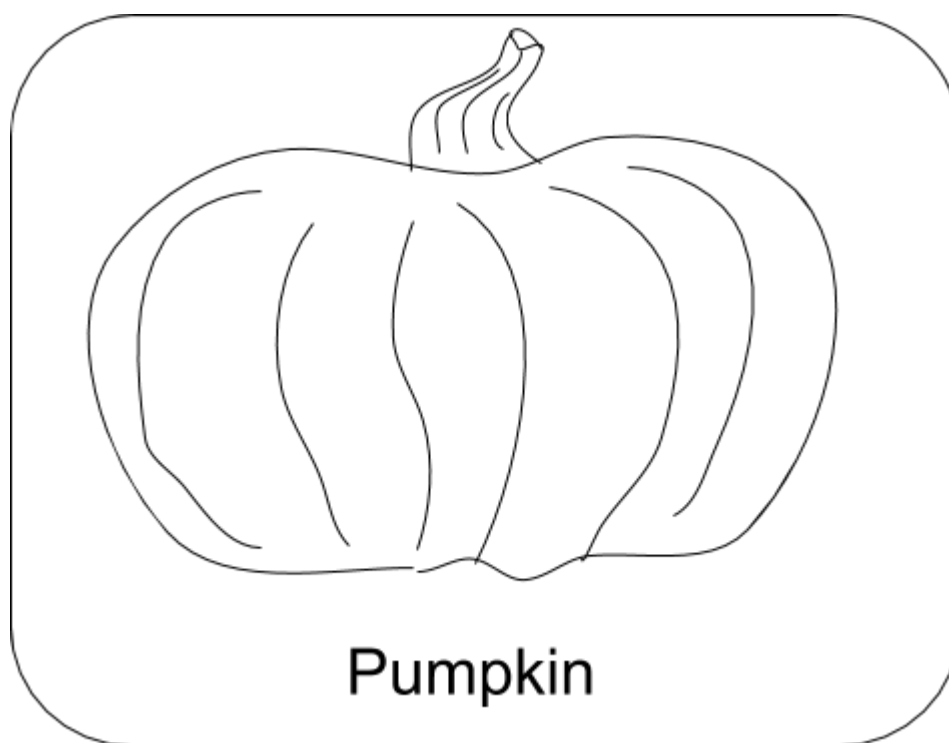


The fifth stage in the pumpkin cycle is unexpected. You see, the pumpkin is green for a long time. It grows and grows and grows until it is almost ripe and ready to **pick**.



Green Pumpkin

The last stage in the cycle is when the pumpkin turns orange. It is ready to pick and take back indoors! You can bake it, carve it or just admire your beautiful gourd. But, remember to save some seeds for next year! 4





Protocols:

Ask, Answer, and Justify

- Put students in pairs: have them assign themselves a number 1 or 2
- Roles for number assignments:
 - 1's will ask the question first and 2's will respond
 - Then 2's will ask the question and 1's will respond
 - The next time 2's ask the question first

On your feet/ Get ready to meet/ Go and Greet (should take less than one minute)

- Students stand up and put their hand up in the air
- Students find another student that has their hand up to have a “new” partner (and get them moving around)
- Once they are with their new partner, they put their hands down and face the teacher

Give one & Get one

- Students share information in Ask & Justify
- Each student in the pair writes down the information shared by their partner
- If the information is already written, a check is put by the information

Back to Back and Face to Face

- When in pairs, direct students to stand back to back
- Ask the students to consider the question
- Give students at least a minute to consider their response
- Have them turn face to face
- Follow the protocol for Ask and Justify

Share out and check for understanding

- Follow the protocol for Ask and Justify
- Ask students to share their response to the question
- Verify that response or conclusion is correct
- If needed, provide clarification

(Used throughout lesson - be familiar with each protocol.)

Note: Place Protocols under a document camera (if available) as necessary throughout the lessons

Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.

Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!



Break Up Your Day: Body Stretches!



FORMATION: Standing at desks

EQUIPMENT: None

RULES/DIRECTIONS:

- Have students begin the day with a series of simple activities lasting 30 seconds or more: Jumping jacks, Knee lifts, Flap arms like a bird, Hopping Scissors (feet apart then cross in front, feet apart then cross in back)
- Follow each activity with a basic stretching movement: Reach for the sky, Runner’s stretch, Butterfly stretch (sit with bottom of feet together), Knee to chest, Rotate ankles, Scratch your back
- Hold stretches for 10 - 30 seconds.
- Repeat a different simple activity followed by a new basic stretch as many times as desired.



Break Up Your Day: Air Writing!



FORMATION: Standing at desks or in small groups

EQUIPMENT: None

RULES/DIRECTIONS:

- Students begin by moving in place or around the room: Jumping, Marching, Hopping, Twisting
- Call out a letter, number, word or shape and students stop activity.
- Students will draw the letter, number, word or shape in the air using their hand, arm, leg, head, elbow, knee, bottom or any combination of body parts until teacher calls out another activity.
- Students continue new activity until teacher calls out another letter, number, word or shape.



Break Up Your Day: The Wiggles!



- Let’s get our wiggles out before we continue!
- Stand up and shake out your arms (4-5 seconds to shake) Remember! No one should get hurt! ...now FREEZE!
- Now shake the wiggles out of your right leg...FREEZE!
- Now shake the wiggles out of your left leg...FREEZE!
- Now shake all the wiggles out of your whole body....FREEZE!