

## General Information

### Lesson Parts & Duration

Total Duration: 2 to 2 ½ hours

- Segment 1: Reading for Comprehension: Key Details (45-60 Minutes)
- Segment 2: Reading for Comprehension: Sequencing (45-60 Minutes)
- Segment 3: Phonics: Multiple Meaning Words and Homophones (30-45 Minutes)

### Subject(s)

- Informational Text: Growth Cycle of Pumpkins, by Janna Duffy; Key Ideas and Details (R.I.2.1-3)
- Writing: (W.2.2); Word Analysis (RF 2.3)

### 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.
- Students will develop a graphic organizer to sequence the stages of the Growth Cycle of Pumpkins.
- Students will identify multiple meaning words and select the correct meaning based on a text.

### Materials

- **Required:** copies of the story, Growth Cycle of Pumpkins (1 copy per student) (pages 15-18)
- blank white paper, 8 ½ x 10
- lined paper, wide ruled (2 pieces or more per student)
- pencils and crayons for students
- 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:** color copies of the “Multiple Meaning Words” & “Homophone” sheets (pages 20-22) (1 copy for teacher display)
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 24)

### Protocols (page 23)

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

### Throughout these lessons, 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: Segment 1: 45-60 minutes

### Subject

- Reading for Comprehension-Key Details

### 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.
- Students will develop a graphic organizer to sequence the stages of the Growth Cycle of Pumpkins.

### Materials

- Required:** copies of the story, Growth Cycle of Pumpkins (1 copy per student) (pages 15-18)
- 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

**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.

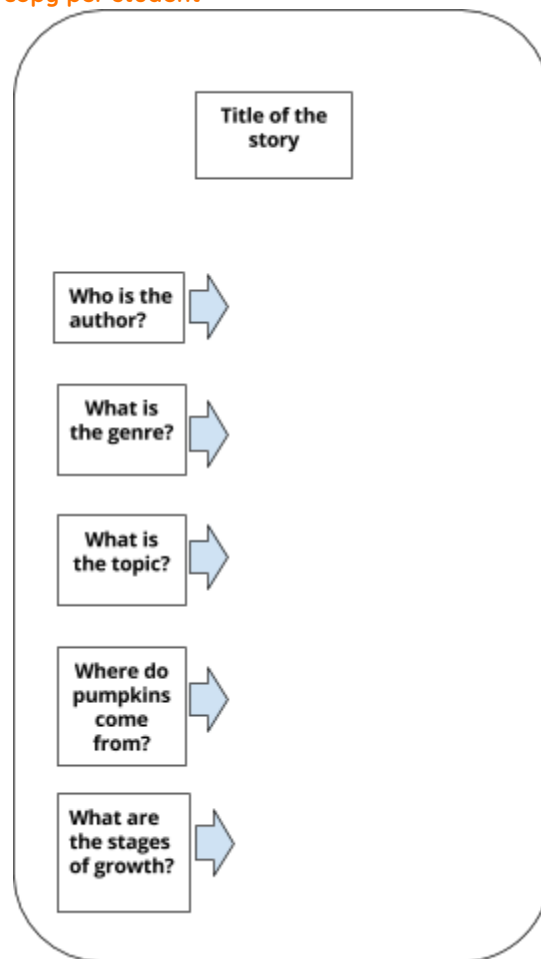
**Read aloud the complete story as students listen silently.**

**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 rectangular border. It contains the following sections from top to bottom:

- A box labeled "Title of the story".
- A box labeled "Who is the author?" with a blue arrow pointing to the right.
- A box labeled "What is the genre?" with a blue arrow pointing to the right.
- A box labeled "What is the topic?" with a blue arrow pointing to the right.
- A box labeled "Where do pumpkins come from?" with a blue arrow pointing to the right.
- A box labeled "What are the stages of growth?" with a blue arrow pointing to the right.

#### 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 24)

## Instructional Plan: Segment 2: 45-60 minutes

### Subject

- Reading for Comprehension: Sequencing

### Objective

- Students will develop a graphic organizer that will record key information about the text.
- Students will develop a graphic organizer to sequence the stages of the “Growth Cycle of the Pumpkin”.

### Materials

- **Required:** copies of the story, Growth Cycle of Pumpkins (1 copy per student) (pages 15-18)
- blank white paper, 8 ½ x 10
- pencils and crayons for students
- chart paper, dry erase board, chalkboard, document camera or similar device to share with class
- **Optional:** printable “Exit Slip” (page 19)

Make sure that students have their copy of Growth Cycle of Pumpkins from Segment 1.

### Introduction


*T* Students, you are going to listen and read along as I reread to you, Growth Cycle of Pumpkins.

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

*T* Remember to follow along as I read to you.


Read aloud the complete story as students listen silently.

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



**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 the 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* For each question, you will first take a moment and find your answer in the text.

*T* Then you will Ask, Answer and Justify with your partner.

*T* Last, we will share our answers with the class.

*T* Your first question is: “What part of the plant does the pumpkin grow from?”

*T* Take a moment and find your answer in the text and underline it.

Give time to complete this task. Monitor students and provide assistance as needed.

*T* Now, turn to your buddy and share what you underlined, making sure to justify your thinking by explaining your answer.

### Ask, Answer and Justify

## Partner Discussion

**Question:** What part of the plant does the pumpkin grow 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: The pumpkin grows from the vines.

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

*T* Your second question is: "How big can a pumpkin plant grow?"

*T* Take a moment and find your answer in the text and underline it.

**Give time to complete this task.** Monitor students and provide assistance as needed.

*T* Now, turn to your buddy and share what you underlined, making sure to justify your thinking by explaining your answer.

### Ask, Answer and Justify

## Partner Discussion

**Question:** How big can a pumpkin plant grow?

**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: A pumpkin can grow ten feet or more.

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

*T* Your third question is: "What is another word for pumpkin?"

*T* Take a moment and find your answer in the text and underline it.

**Give time to complete this task.** Monitor students and provide assistance as needed.

*T* Now, turn to your buddy and share what you underlined, making sure to justify your thinking by explaining your answer.

### Ask, Answer and Justify

## Partner Discussion

**Question:** What is another word for pumpkin?

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:** Another word for a pumpkin is a gourd.

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

Pass out one piece of plain white 8 ½ x 10 paper to each student, remind them to write their name and date at the top of the page.

Draw this graphic organizer on the board or chart paper:

Sequencing Design

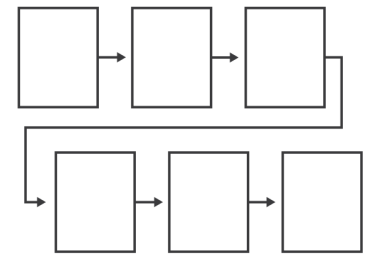


### Sequence of Events

**T** Now let's try to recall the sequence of events from the story.

**T** I would like you create your own graphic organizer to look like mine.

Give time to complete this task. Monitor students and provide assistance as needed.



**T** In our first box, write the following sentence at the bottom of the box, "The growth cycle of a pumpkin begins with the \_\_\_\_ stage."

Write this sentence from on the board for students to copy.

**T** We are going to use a sequence word in each of our sentences to show an order of events.

**T** Some examples of common sequence words are first, next, then, and last.

**T** However, sometimes we also use first, second, third, and so on when we are trying to show the stages of something or the order.

**T** For our Cycle of a Pumpkin sequence let's use first, second, third...

**T** In our second box we will write, "The second stage of a pumpkin is\_\_\_\_\_."

**T** Who thinks they know what I would write in my third box? Using equity sticks, if available, choose students to answer. **Answer:** The third stage of a pumpkin is \_\_\_\_\_.

**T** Great, I would like you to continue in each of the boxes to tell the fourth, fifth, and sixth stages.

**T** Remember to continue using our same sentence frame and filling in each stage.

**T** Once you have finished with all six of your sentences you may draw pictures to show each stage and color your illustrations with your crayons.

Give time to complete this task. Monitor students and provide assistance as needed.

Collect these papers once students are finished and leave them for the teacher.

\*You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (page 19), or simply have students copy the problems on a half sheet of paper.

Name: ANSWER KEY Date: \_\_\_\_\_

**Exit Slip: Segment 2**  
Sequencing: Growth Cycle of Pumpkins

1. The first stage is the pumpkin seed.
2. The second stage is the pumpkin sprout.
3. The third stage is the pumpkin stems and vines.
4. The fourth stage is the pumpkin blossoms.
5. The fifth stage is the green pumpkin.
6. The sixth stage is the orange pumpkin.



**Make sure to “Break Up Your Day!”**



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See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 24)

## Instructional Plan: Segment 3: 30-45 minutes

### Subject

- Phonics: Multiple Meaning Words and Homophones

### Objective

- Students will identify multiple meaning words and select the correct meaning based on a text.

### Materials

- Required:** copies of the story, Growth Cycle of Pumpkins (1 copy per student) (pages 15-18)
- lined paper or printed exit slip
- pencil & crayons/colored pencils
- document camera or whiteboard
- Optional:** color copies of the “Multiple Meaning Words” & “Homophone” sheets (pages 20-22) (1 copy for teacher display)
- Optional:** printable “Exit Slip” (page 19)

### Introduction

- T* Today we will be learning about multiple meaning words.
- T* Multiple meaning tells us that they have more than one meaning.
- T* We are going to examine some words from the story Growth Cycle of Pumpkins.

### Write “PLANT” AND “PICK” on the board or display them on a document camera.

- T* Both of these words, “plant” and “pick” are in our story.
- T* Let’s look at “plant” first.
- T* Let’s find it in our story, look through your story and raise your hand if you can find the word “plant”.

### Give time to complete this task. Monitor students and provide assistance as needed.

- T* Who can tell me what page they found the word plant on? **Using equity sticks, if available, choose students to answer. Answer: page 1 & 2**
- T* I am going to read the sentences that contain the word “plant” or “plants”.
- T* Follow along with me on page 1 & 2.
- T* “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.”
- T* “This is the exciting part because the vines grow across the soil, across sidewalks, even into other plants.”

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

#### 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* For each question, you will first take a moment and find your answer in the text.
- T* Then you will Ask, Answer and Justify with your partner.

**T** Last, we will share our answers with the class.

**T** I am going to show you a chart that has several meanings for the word plant.

**Project chart on page 20 so students can see.**

**T** Here we can see that there are four meanings for the word plant.

**T** I am going to read them each to you.

**T** Two of our meanings are nouns and two of our meanings are verbs.

**T** Does anyone know the difference between a noun and a verb?

**T** Who can tell me what one of these 2 words mean?

**Using equity sticks, if available, choose students to answer.**

**Answer: noun: person, place, or thing & verb: action or something you can do**

**T** Our first meaning for plant is a noun.

**T** **The definition is:** A living organism such as a flower or vegetable, typically growing in a permanent site, that absorbs water and inorganic substances through its roots, and synthesizing nutrients in its leaves by photosynthesis using the green pigment chlorophyll.

**T** The second meaning is also a noun.

**T** **The definition is:** A place where an industrial or manufacturing process takes place. Synonyms: factory, shop, mill.

**T** The third definition is a verb.

**T** **The definition is:** To place (a seed, bulb, or plant) in the ground so that it can grow. Synonyms: sow, scatter

**T** And our fourth and final definition is a verb too.

**T** **The definition is:** To place, put, or settle.

**T** Now with your partner, 1's I would like you to ask 2's which of these definitions fit our story.

**T** Make sure that they justify and explain their answer.

**T** Then 2's I want you to ask the 1's which definition they think fits our story.

**T** Make sure that they justify and explain their answer.

**T** Then together see if you can agree on one definition.

**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 first definition of a living organism matches because our story is about pumpkins and pumpkins are living things.**

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

**T** Now let's look at the word "pick".

**T** Let's find it in our story, look through your story and raise your hand if you can find the word "pick".

**Give time to complete this task. Monitor students and provide assistance as needed.**

**Multiple Meaning Word: PLANT**

**PLANT:**

**NOUN:**

1. A living organism such as a flower or vegetable, typically growing in a permanent site, that absorbs water and inorganic substances through its roots, and synthesizing nutrients in its leaves by photosynthesis using the green pigment chlorophyll.  
**Sentence:** She has a plant in her backyard.
2. A place where an industrial or manufacturing process takes place. **Synonyms:** factory, shop, mill  
**Sentence:** The company has a plant in the United States

**VERB:**

1. To place (a seed, bulb, or plant) in the ground so that it can grow. **Synonyms:** sow, scatter,  
**Sentence:** He planted the seeds in the soil.
2. To place, put, or settle.  
**Sentence:** She planted a kiss on his head.





**T** Who can tell me what page they found the word pick on? Using equity sticks, if available, choose students to answer. Answer: page 3 & 4

**T** I am going to read the sentences that contain the word “pick”

**T** Follow along with me on page 1 & 2.

**T** “It grows and grows and grows until it is almost ripe and ready to pick.”

**T** “It is ready to pick and take back indoors!”

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



**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 again with our partners.

**T** Then, we will share our answers with the class.

**T** I am going to show you a chart that has several meanings for the word pick.

**Project chart on page 21 so students can see.**

**T** Here we can see that there are three meanings for the word pick.

**T** I am going to read them each to you.

**T** One meaning this time is a verb, one is a noun, and the last is what we call an “idiom”.

**T** An idiom is like an expression, it isn't taken literally.

**T** Like “it's raining cats and dogs”.

**T** That idiom does not mean that cats and dogs are actually falling from the sky.

**T** Instead it is just used to say imply it is raining really hard.

**T** Our first meaning for pick is a verb.

**T** **The definition is:** to choose or select from among a group: to pick an apple from the tree.

**T** The second meaning is also a noun.

**T** **The definition is:** A tool used to dig: He started digging for gold with his pick.

**T** The third is an idiom.

**T** **The idiom is:** “I'd like to pick your brain for a second.”

**T** Now with your partner, 2's I would like you to ask 1's which of these definitions fit our story.

**T** Make sure that they justify and explain their answer.

**T** Then 1's I want you to ask the 2's which definition they think fits our story.

**T** Make sure that they justify and explain their answer.

**T** Then together see if you can agree on one definition.

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

**Share out and check for understanding**


**Multiple Meaning Word: PICK**

**PICK:**

**VERB:**

1. (used with object): To choose or select from among a group.


**Sentence:** The boy was told to pick a red apple from the tree.



**Noun:**

1. A tool used to dig

**Sentence:** He started digging for gold with his pick.



**Idiom:**

1. To ask someone questions.

**Sentence:** “I'd like to pick your brain for a second.”

**T** Who would like to share their answer? Using equity sticks, if available, choose students to answer. Answer: The first definition of chose or select from among a group because when the pumpkin is ready someone chooses it and pulls it from the vine.

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

## Homophones

**T** Now we are going to look at words that are called homophones

Write “WHERE” AND “WEAR” on the board or display them on a document camera.

**T** These two words are called homophones.

**T** They are pronounced the same, but have different spellings and different meanings.

Project chart on page 22 so students can see.

**T** In Growth Cycle of Pumpkins, we hear the word “bees” being used in a sentence on page 3.

**T** Can you find that sentence?

**T** Follow along as I read it aloud.

**T** “Bees and other insects need to visit the flower before a pumpkin appears, so make sure your pumpkin plant goes outdoors.”

**T** Now with your partner, 1’s I would like you to ask 2’s which of these definitions fit our story.

**T** Make sure that they justify and explain their answer.

**T** Then 2’s I want you to ask the 1’s which definition they think fits our story.

**T** Make sure that they justify and explain their answer.

**T** Then together see if you can agree on one definition.

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 first definition bee, like a honeybee. It is not talking about being in a place in the story.


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

\*You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (page 19), or simply have students copy the problems on a half sheet of paper.

**Homophones: BEE & BE**

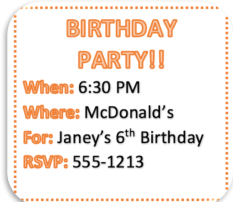
**Noun:**  
BEE: a honeybee

**Sentence:** "There was a bee flying around the flowers."



**Verb:**  
BE: to occur; or take place

**Sentence:** "The party will be at 6:30."



Name: ANSWER KEY Date: \_\_\_\_\_

**Exit Slip: Segment 3**

Write a sentence for each of our three words from the story showing you understand the meaning. On the pack side illustrate your sentence by drawing a picture and labeling it.

In the story, Growth Cycle of Pumpkins, the word \_\_\_\_\_ means \_\_\_\_\_.

**Plant**

**Pick**

**Bee**

Answers will vary

1. In the story, Growth Cycle of Pumpkins, the word **plant** means **a living organism that grows.**
2. In the story, Growth Cycle of Pumpkins, the word **pick** means **to choose or select from a group.**
3. In the story, Growth Cycle of Pumpkins, the word **bee** means **a bug that flies like a honeybee.**



**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 24)

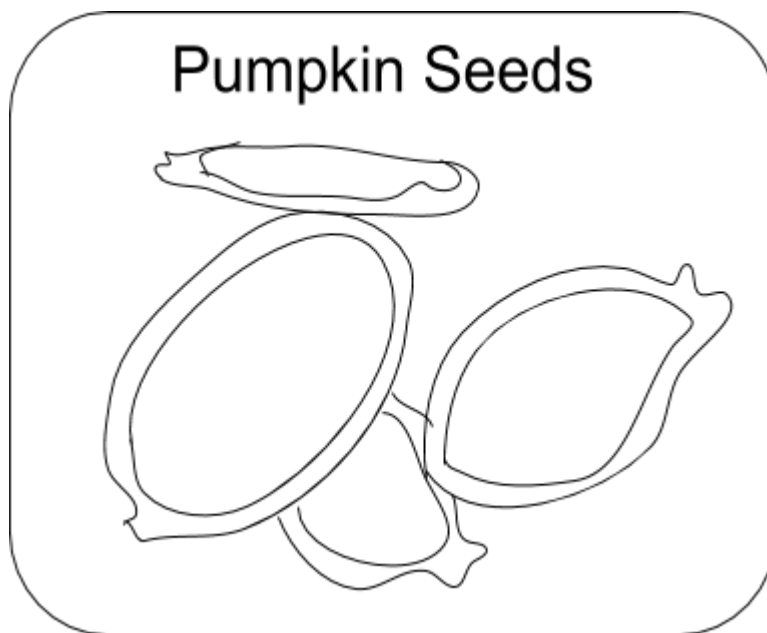
# Growth Cycle of Pumpkins

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



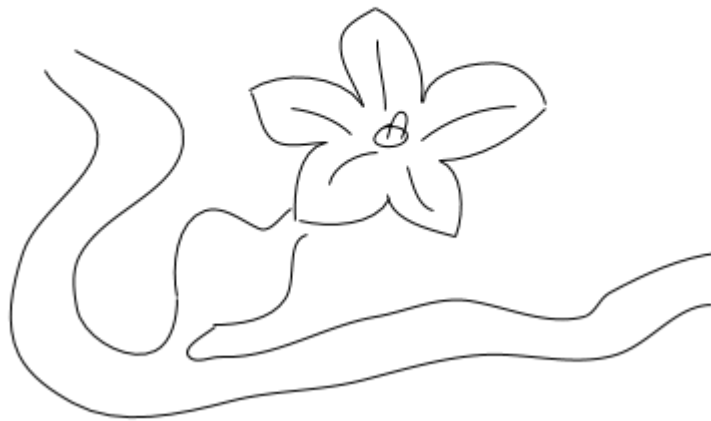
Third, the sprout starts growing stems and vines. This is the exciting part because the vines grow across the soil, across sidewalks, even into other plants.



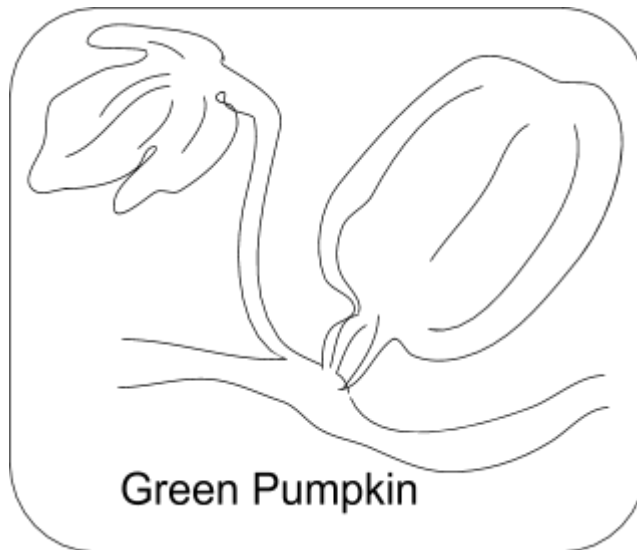
## Pumpkin Stems and Vines

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

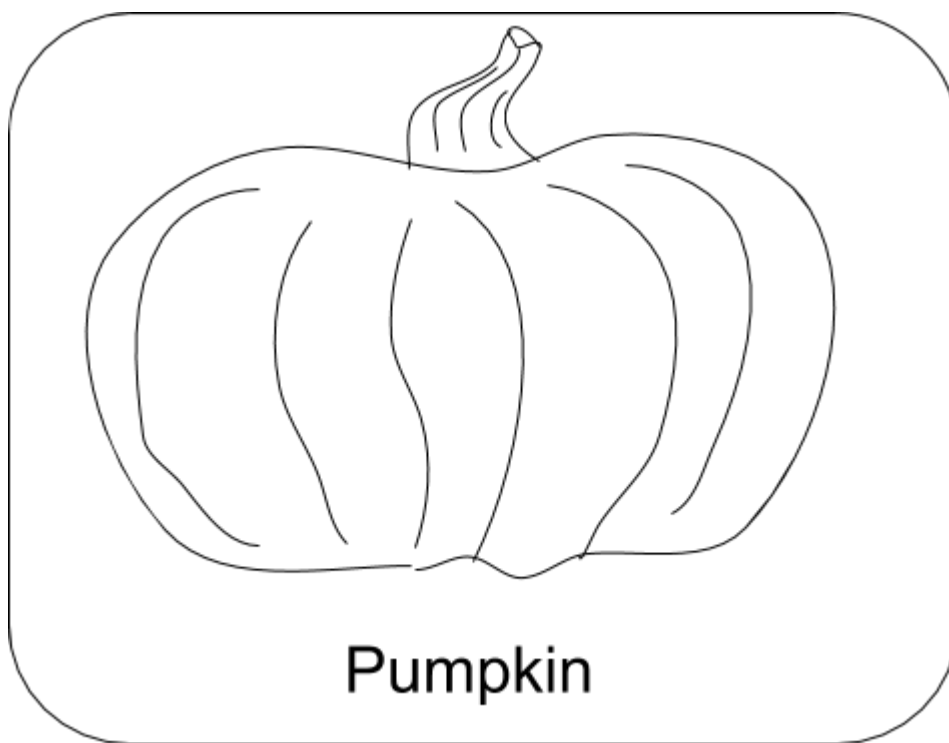


The fifth stage in the pumpkin cycle is unexpected. You see, the pumpkin is green for a long time. It grows and grows and grows until it is almost ripe and ready to **pick**.



Green Pumpkin

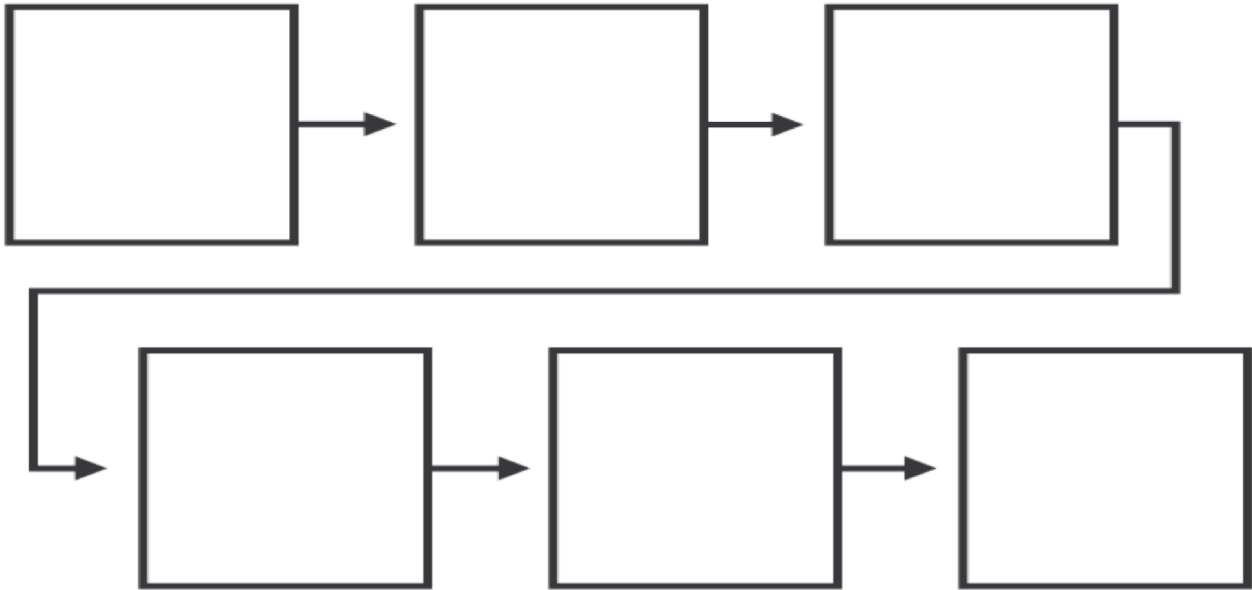
The last stage in the cycle is when the pumpkin turns orange. It is ready to pick and take back indoors! You can bake it, carve it or just admire your beautiful gourd. But, remember to save some seeds for next year! 4





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

**Exit Slip: Segment 2**  
**Sequencing: Growth Cycle of Pumpkins**



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

**Exit Slip: Segment 3**

Write a sentence for each of our three words from the story showing you understand the meaning.

In the story, Growth Cycle of Pumpkins, the word \_\_\_\_\_ means \_\_\_\_\_.

**Plant**

**Pick**

**Bee**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

## Multiple Meaning Word: PLANT

### PLANT:

#### NOUN:

1. A living organism such as a flower or vegetable, typically growing in a permanent site, that absorbs water and inorganic substances through its roots, and synthesizing nutrients in its leaves by photosynthesis using the green pigment chlorophyll.

**Sentence:** She has a plant in her backyard.



2. A place where an industrial or manufacturing process takes place. Synonyms: factory, shop, mill

**Sentence:** The company has a plant in the United States



#### VERB:

1. To place (a seed, bulb, or plant) in the ground so that it can grow. Synonyms: sow, scatter,

**Sentence:** He planted the seeds in the soil.



2. To place, put, or settle.

**Sentence:** She planted a kiss on his head.



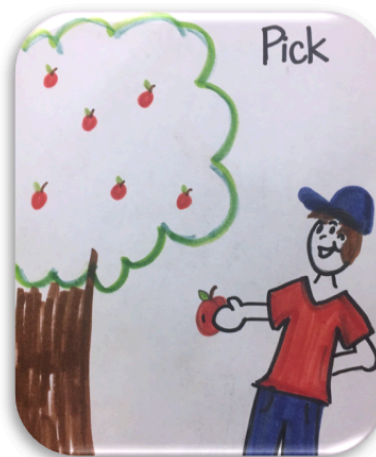
## Multiple Meaning Word: PICK

### PICK:

#### VERB:

1. (used with object): To choose or select from among a group.

**Sentence:** The boy was told to pick a red apple from the tree.



#### Noun:

1. A tool used to dig

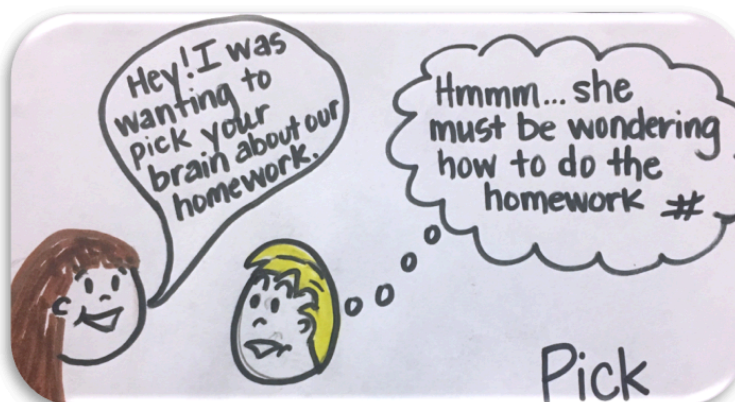
**Sentence:** He started digging for gold with his pick.



#### Idiom:

1. To ask someone questions.

**Sentence:** "I'd like to pick your brain for a second."



## Homophones: BEE & BE

**Noun:**

**BEE:** a honeybee

**Sentence:** "There was a bee flying around the flowers."



**Verb:**

**BE:** to occur; or take place

**Sentence:** "The party will be at 6:30."



## 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!