

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 744

Book Summary

Just how big can a pumpkin get? *Giant Pumpkins* describes the competitive hobby of growing giant pumpkins. The book introduces a man who recently set the record for the largest pumpkin ever grown, describes the process for growing the oversized squash, and shows some of the uses for giant pumpkins once the judging is done. The captivating topic will hold students' attention as they learn how to determine an author's purpose and recognize complex sentences. Fascinating photographs support the text.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Visualize to understand text
- Determine author's purpose
- Identify *r*-controlled vowels *er* and *or*
- Recognize and use complex sentences
- Identify and use measurement words

Materials

Green text indicates resources that are available on the website.

- Book—*Giant Pumpkins* (copy for each student)
- Chalkboard or dry-erase board
- Highlighters
- Index cards
- Author's purpose, complex sentences, measurement words worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:
 Story critical: **compete** (v.), **hobby** (n.), **nutrients** (n.), **pumpkin** (n.), **record** (n.), **weighed** (v.)
 Enrichment: **compost** (n.), **pollinated** (v.), **prune** (v.)

Before Reading

Build Background

- Draw a picture of a pumpkin on the board, and have students identify it. Write the word *pumpkin* beneath the picture on the board.
- Write four sentences about pumpkins on the board, two that are true and two that are false. Have students read and discuss the sentences with a partner. Ask them to identify the sentences as true or false, and then have them determine how they would correct the false sentences so the information in them is true.

- Point to each sentence on the board and have students call out whether it is true or false. Invite volunteers to share how they would alter the false sentence to make it true. Have students discuss with a partner everything they know about pumpkins. Call on random students to share a detail with the rest of the class, and record new facts on the board.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: **Visualize**

- Explain to students that engaged readers visualize, or make pictures in their minds, while they read. *Readers create visualizations on the basis of information from the text and what they already know about the topic.* Point out that visualizing helps readers remember and better enjoy what they are reading.
- Model how to visualize.
Think-aloud: *Whenever I read a book, I create pictures in my mind to accompany the text. Just reading the title of this book, Giant Pumpkins, prompts a visual image in my mind. When I read those words, I saw a picture of a huge, orange pumpkin resting in a field. A woman is standing beside it, and the pumpkin is almost as tall as she is. She is smiling and leaning with her elbow against the pumpkin. My visual image is a bit silly, but it inspires me with curiosity to read more and learn about real giant pumpkins. Visualizing while I read keeps me engaged with the information I am learning.*
- Draw a picture on the board to represent the visualization from the think-aloud. Point out that a visualization is a mental picture, but they can draw a depiction of their mental image to share with others.
- Discuss with students how your visualization compares to the photograph on the cover, and explain to students that visual images are personal to the reader and will be different from the images in the book and other people's visualizations.
- Have students close their eyes, and read the first sentence on page 4 aloud. Ask students to focus on the mental image they see when they hear the words. Have students open their eyes and describe their visual picture to a partner.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Author's purpose**

- Review or explain that an author has a purpose, or a reason, for writing a book. The purpose can be to inform, to entertain, or to persuade. Remind students that to inform means to give the reader information on a topic, to entertain means to amuse the reader, and to persuade means to convince the reader to feel or act in a certain way.
- Explain to students that readers determine an author's purpose by considering how they are affected by the text.
- Model determining the author's purpose for various texts.
Think-aloud: *If I am reading an exciting adventure story about a group of kids camping in the woods, I am certainly amused by what I read. The author's purpose for such a book is to entertain. However, if I am reading a book about the steps involved in camping in the woods—such as how to pitch a tent, start a fire, and find food—then I am learning new information about a topic. I may also be entertained, but the main effect of the book is my learning. In this case, the author's purpose is to inform me about a subject. Then again, if I choose a book that describes all the positive effects of camping, I could feel convinced that I should take a camping trip. While reading such a book, I am learning information, but more than that, I am feeling persuaded to try something new. The author of this book is trying to persuade me to act in*

a certain way. Even though all three books have a similar subject, they have very different effects on the reader because the authors have different purposes for each one.

- Reinforce that an author can write for one purpose or for more than one. Explain that the author generally has a main purpose that is the focus of the book.
- Remind students of two books they read previously, each with a different main purpose, such as a fantasy book and a nonfiction book. Have students work in groups to review the details from the two books and discuss the effect each book had on them. Discuss with students the author's purpose for each book, and invite volunteers to provide evidence to support that purpose.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, on page 4 you might say: *How much do you think that pumpkin weighs? How much do you weigh? Remember, to weigh means to measure how heavy an item is by using a scale.*
- Introduce the story-critical vocabulary words listed in the vocabulary section of this lesson and write them on the board.
- Remind students of the strategies they can use to sound out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words, and prefixes and suffixes.
- Have students work with a partner to find the six vocabulary words in the book and examine the context of each word (the sentence containing it and the photograph) to determine its meaning. Remind them that the words will be in boldface print. Read each vocabulary word aloud, and invite volunteers to share its definition with the rest of the class.
- Turn to the glossary on page 16. Say aloud one of the vocabulary words and have students point to it in the glossary. Read the word aloud together and call on a student to read its definition. Discuss with students how the glossary meaning compares to the meaning determined from the context. Point out to students that context clues do not always provide an accurate definition for a word, but they can check their definitions in a glossary or dictionary.
- Have students fold a paper in half and write the word *hobby* on the first half of the paper. Have students draw a picture beneath the word that represents its meaning. On the second half of the paper, have students write a sentence that accurately uses the vocabulary word. Repeat for the remaining story-critical vocabulary words.
- Invite volunteers to share a sentence with the rest of the class, and have the other students give a thumbs-up signal if the vocabulary word is used correctly.



Set the Purpose

- Have students read to find out more growing giant pumpkins. Encourage students to visualize while they read, and focus on the author's purpose for writing the book.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 4 to the end of page 7. Encourage those who finish early to go back and reread.
- **Model visualizing.**
Think-aloud: *When I read about growers using seeds to produce giant pumpkins that are grown indoors at first, I created a visualization for that information. I saw a farmer walking around in a greenhouse, since greenhouses have indoor gardens. He was scattering seeds in rows of raised dirt. I have seen videos and pictures of farms, and I know that many crops are grown in dark soil, raised in rows of long mounds. I used previous knowledge and information from the text to visualize about planting seeds. Visualizing while I read helped me to remember this information.*
- Draw a picture on the board to represent your visualization. Discuss with students how your visualization compares to the photograph in the book.

- Ask students to think about an image they visualized while they read, and draw a representation of it. Have students share and describe their picture to a partner. Invite volunteers to share their picture with the rest of the class, and focus the discussion on different visualizations of the same information.
 - Review the three authors' purposes for writing a book. Remind students that to determine an author's purpose, they need to examine the details of the book and consider their effect on the reader. Have students discuss with a partner the details they read in the first few pages of the book.
 - Invite volunteers to share a detail with the rest of the class, and record details on the board using key words and pictures.
 - Have students discuss the details with a group, and ask students to consider whether the details are teaching them about a topic, amusing them, or convincing them to act in a certain way. Draw a chart with three columns on the board. Label the columns with the terms *to inform*, *to entertain*, and *to persuade*. Read each detail on the board, and have students point to the heading that best describes the detail. Rewrite the detail in the appropriate column of the chart.
 - Ask groups to discuss the chart and determine their opinion on the author's purpose for the book. Point out that they will need to read the entire book before finalizing their thoughts on the author's purpose.
 - **Check for understanding:** Have students read pages 8 through 11. Have them draw a picture to represent one of the visual images they made while reading these pages. Ask them to share their picture with a partner.
 - Call on random students to share with the rest of the class a new detail from the book. Ask students to point to the column best suited to the detail, and record details in the appropriate place in the three-columned chart, using key words and pictures.
 - Examine with students the number of details in each column of the chart. Remind students that an author may have more than one purpose for writing, but he or she often has a main purpose. Point out that if a column has more details than the other columns, it is likely that that column presents the author's main purpose for the book. Ask students to whisper to their neighbor their opinion on the author's purpose for the book.
-  Have students read the remainder of the book. Ask them to continue visualizing as they read, and have students draw one more picture of a visualization they made. Remind students to analyze the details of the book to determine the author's purpose.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Have students review all the pictures they drew of visualizations. Ask them to discuss with a partner what they visualized for each page of the book. Invite volunteers to describe to the rest of the class one of their visualizations.
- **Think-aloud:** *On the last page, I read the sentence that expresses growing giant pumpkins in a garden could be fun. When I read this, I saw a mental image in my mind. I saw a person working in a personal garden. The person had a bountiful growth of flowers, tomatoes, potatoes, and cucumbers. Right in the middle of the garden was a gigantic pumpkin, dwarfing all of the other plants with its huge round shape. This visualization was nothing like the photograph on the page, but it certainly helped me enjoy and remember the book.*

- Have students discuss with a partner how visualizing helped them to remember and enjoy the book. Point out to students that the more they practice visualizing, the more they will automatically visualize as they read.

Reflect on the Comprehension Skill

- **Discussion:** Have students discuss with a partner the remaining details of the book, and whether they belong in the *to inform*, *to entertain*, or *to persuade* column of the chart on the board. Invite volunteers to come to the board and record a detail in the appropriate column of the chart. Have other students give a thumbs-up signal if they agree the detail belongs in that column.
- Have students work with a partner to examine the chart on the board and discuss the author's purpose for the book. Point to the heading *to inform* on the board and have students raise their hand if they believe that to be the author's purpose. Repeat the process with *to entertain* and *to persuade*. Guide students to a class consensus that the author's purpose for writing this book is to inform readers about the hobby of growing giant pumpkins. Circle the words *to inform* on the board.
- Review the details in the other two columns, and discuss with students whether the author had any purpose besides the main one of informing. Have students share with a partner parts of the book they found entertaining or persuasive, and invite volunteers to share their opinions with the rest of the class.
- **Independent practice:** Introduce, explain, and have students complete the [author's purpose worksheet](#). If time allows, discuss their answers.
- **Enduring understanding:** In this book, you learned that many people have a hobby of growing pumpkins to enormous sizes. Why do people have hobbies? What hobbies do you have?

Build Skills

Phonics: **R-controlled vowels *er* and *or***

- Write the word *record* on the board. Read the word aloud with students. Ask students to say the second syllable of the word (*cord*).
- Point to the letters *or*. Explain to students that the letters *o* and *r* work together to create the vowel sound in *cord*. Have students practice repeating the *r*-controlled vowel sound to a partner.
- Explain to students that the *or* letter combination is one of a group of sounds called *r*-controlled vowels. These vowel sounds are neither long nor short, but have a modified growling sound due to the letter *Rr*. Point out that these sounds are sometimes difficult to hear.
- Write the word *cod* beside the word *cord*. Have students read both words aloud. Ask them to discuss with a partner the difference in sound between the two words. Have them practice repeating the vowel sound of each word with a partner until they can differentiate between the two sounds.
- Write the word *grower* on the board and read it aloud with students. Ask students to point to the *r*-controlled vowel in this word, and remind them that *r*-controlled vowels are vowels followed by the letter *Rr*. Explain to students that the *er* letter combination is part of the group of *r*-controlled vowels, with a modified vowel sound. Have students practice making the /er/ sound.
- Write the following words on the board: *other*, *corn*, *sword*, *her*, *lord*, *paper*, *per*, *color*, and *mother*. Have students read the words with a partner and determine whether each one uses the /er/ or /or/ sound. Point to each word and have students read it aloud. Ask students to clap their hands if it uses the *r*-controlled vowel *er* and clap their desk if it uses the *r*-controlled vowel *or*.
- **Check for understanding:** Have students work in groups to locate words in the book containing the *r*-controlled vowels *er* or *or*. Pass out highlighters to each student, and have students highlight ten words they discovered. Invite volunteers to share a word they found with the rest of the class, and have other students repeat it aloud. Correct students as necessary to ensure correct pronunciation of the *r*-controlled vowel sound.

Grammar and Mechanics: **Complex sentences**

- Write the following sentence on the board: *When they are the size of softballs, most of the pumpkins are cut off the vine.* Read the sentence aloud with students.
- Underline both clauses of the sentence: *When they are the size of softballs* and *most of the pumpkins are cut off the vine.* Remind students that a clause contains both a subject and a verb. Ask students to nod their head if both sections of the sentence are clauses.
- Ask students to point to the clause that expresses a complete thought, a sentence that can stand alone. Circle the second clause. Point out that *when they are the size of softballs* does not express a complete thought by itself and is confusing unless it is connected to the other part of the sentence.
- Explain to students that an independent clause is a clause (with subject and verb) that expresses a complete thought, while a dependent clause is a clause (with subject and verb) that does not express a complete thought. The dependent clause is dependent on the rest of the sentence to make sense. Write the word *dependent* above the first part of the sentence on the board, and the word *independent* above the second part of the sentence.
- Explain to students that a *complex sentence* is a sentence containing *an independent clause and at least one dependent clause.* Have students give a thumbs-up signal if the sentence on the board is a complex sentence.
- Write the following sentence on the board: *I enter my giant pumpkin in a contest _____ it weighs so much.* Have students read the sentence with a partner, and choose a word that might fit in the blank to complete the sentence. Invite volunteers to share a word with the rest of the class, and write applicable words on the board.
- Review or explain to students that a *conjunction* is a word that *joins together two parts of a sentence*, such as an independent clause and a dependent clause. Point out that the possible words used to fill in the blank of this sentence are examples of conjunctions. Explain to students that complex sentences use conjunctions to link the clauses together.
- Write a list of possible conjunctions on the board, such as the following: *since, because, when, after, although, if, while, and before.*
- Write six sentences on the board, three simple and three complex sentences. Have students read and discuss with a partner the sentences on the board, and find the complex sentences and conjunctions. Ask students to point to the complex sentences. Erase the simple sentences. Invite volunteers to come to the board and circle the conjunctions in the remaining sentences.
- Discuss with students the independent and dependent clause in each sentence. Reinforce with students that a dependent clause does not express a complete thought, but depends on the rest of the sentence to make sense. Invite volunteers to come to the board and underline the independent clauses.



Check for understanding: Have students work with a partner to review the third section of the book. Ask pairs to locate and circle complex sentences in those sections. Invite volunteers to share a complex sentence with the rest of the class and record accurate sentences on the board. Have students work with their partner to find the independent and dependent clause in each sentence, and the joining conjunction words. Point to each sentence, and have students call out the conjunction words. Invite volunteers to come to the board and underline the independent clause.

- **Independent practice:** Introduce, explain, and have students complete the **complex sentences worksheet**. If time allows, discuss their answers aloud.

Word Work: **Measurement words**

- Write the following sentence on the board and read it aloud with students: *The pumpkin weighs one hundred pounds.* Ask students to call out how much the pumpkin weighs. Have students point to the unit of measurement in the sentence. Underline the word *pounds*.

- Cover the word *pounds* and read the sentence again. Ask students if the sentence makes sense. Remind students that when we measure an item, whether we are measuring weight, height, speed, or anything else, we need to include the units of measurement or else the number makes no sense.
- Point out to students that *pounds* is a measurement word. Explain to students that *measurement words* are words that *express the unit of measurement* being used.
- Write the following words on index cards: *kilograms, inches, ounces, centimeters, yards, pounds, meter, and feet*. Place the index cards on the board and read them aloud with students. Draw a T-chart on the board, and label one side *weight*, and the other side *size*. Have students work in groups to determine whether each measurement unit measures weight or size. Invite volunteers to come to the board and sort the index cards into the appropriate columns of the T-chart.
- Write the abbreviations for the measurement words on the board: *kg, in, oz, cm, yd, lbs, m, and ft*. Point to the abbreviation, and have students point to the corresponding measurement word. Remind students that measurement words are often abbreviated in text to save space.
- **Check for understanding:** Have students work with a partner to choose two measurement words used for weight and two measurement words used for size. Have partners use the words in oral sentences. Invite volunteers to share a sentence with the rest of the class.
- **Independent practice:** Introduce, explain, and have students complete the [measurement words worksheet](#). If time allows, discuss answers aloud.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students demonstrate how to visualize while reading to someone at home.

Extend the Reading

Informational Writing and Art Connection

Discuss with students other types of hobbies. Create a list of examples on the board. Have students choose a hobby from the board. Ask students to find a family member or friend who participates in the hobby. If necessary, lead students to someone you know who engages in the hobby. Have students learn more about the hobby by discussing it with the person they found and taking notes on what they learn. Have students write several paragraphs describing the hobby and conclude with a paragraph persuading the reader to try the hobby using several convincing reasons. Ask students to draw a picture representative of the hobby to include with their report.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Science Connection

Discuss with students the differences between fruits and vegetables. Place photographs of various kinds of produce on the board, and have students sort the images as fruits or vegetables. Remind students that fruits have seeds, and discuss certain fruits that are often labeled as vegetables, such as pumpkins, tomatoes, and cucumbers. Have students label the various parts of a pumpkin, either using a worksheet or an image the students draw. Have students label the following parts of the pumpkin: stem, leaves, seeds, skin, pulp, and cavity. Discuss with students how a pumpkin's anatomy compares to the anatomy of other fruits.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can

- consistently use the strategy of visualizing to comprehend the text during discussion;
- accurately determine an author's purpose for writing during discussion and on a worksheet;
- consistently identify *r*-controlled vowels *er* and *or* during discussion and in the text;
- correctly use complex sentences during discussion and on a worksheet;
- accurately use measurement words during discussion and on a worksheet.

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**