

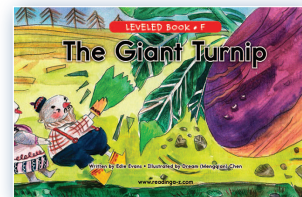
### Focus Question:

*How did Grandpa get a giant turnip?*

### Book Summary

Text Type: Fiction/Folktale

*The Giant Turnip* is a funny and entertaining story about the biggest turnip you have ever seen! Colorful illustrations and the repetitive text structure will support emergent readers. Students will have the opportunity to retell the events of the story as well as to identify characters in order to better understand the story.



### Lesson Essentials

#### Instructional Focus

- ☐ Retell to understand text
- ☐ Identify characters
- ☐ Describe information provided by illustrations
- ☐ Discriminate initial consonant *gr*-blend
- ☐ Identify initial consonant *gr*-blend
- ☐ Recognize and use past-tense verbs
- ☐ Arrange words in alphabetical order

#### Materials

- ☐ Book: *The Giant Turnip* (copy for each student)
- ☐ Identify characters, initial consonant *gr*-blend, past-tense verbs worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- **High-frequency words:** *and, by, help*
- **Words to Know**  
**Story critical:** *budge* (v.), *burst* (v.), *grabbed* (v.), *heap* (n.), *sprouted* (v.), *turnip* (n.)
- **Academic vocabulary:** *planted* (v.), *said* (v.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Write the word *turnip* on the board. Discuss with students where vegetables come from. Invite students to name other vegetables that they have heard of. Write their answers on the board.
- Ask students to raise their hand if they like to eat vegetables. Have students share with a partner what they like and don't like about vegetables. Invite volunteers to share their answers with the class.

##### Introduce the Book

- Give students their copy of *The Giant Turnip*. 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, illustrator's name).

#### Introduce the Reading Strategy: Retell

Explain to students that effective readers stop now and then during reading to retell the events of a story in their mind to help remember and understand what they are reading. Explain that a retelling includes important details from the story such as characters, setting, problems, and solution. Point out that it's important to include only the key points in order without retelling the entire story. Explain that people retell stories as part of their daily lives, such as explaining to friends what they missed at school when they were absent. Ask students to give other examples of when people might give a retelling.

#### Introduce the Comprehension Skill:

##### Identify characters

- Explain to students that a story is made up different components called *story elements*. Write the story elements on the board: *setting, characters, problem, events, and solution*. Explain that the *characters* in a story are the people, animals, or imaginary creatures that the story is about.

### Guiding the Reading (cont.)

- Choose a book that the class recently read and discuss its characters. Write all of the characters' names on the board. Have students point to who they think is the main character of the story and put a star by the name on the board. Discuss why the character is the main character.

### Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

### Set the Purpose

- Have students read to find out more about the giant turnip. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *How did the turnip grow?* (level 2) pages 3 and 4
- *In which season did the turnip begin to grow?* (level 1) page 4
- *What makes Grandpa's turnip different from other turnips?* (level 2) multiple pages
- *How many people and animals did it take to pull out the turnip?* (level 2) pages 5 through 11
- *Why did they have turnip forevery meal?* (level 3) multiple pages

#### Text Features: Illustrations

Explain that illustrations, or pictures, help to support the information in the text. Have students work in pairs to review the illustrations on pages 3 and 4. Ask students: *How do the illustrations help explain the story? What other information can you learn from the illustrations that isn't written in the text?* Have students review the other pictures from the story and practice retelling the story to their partner by using the illustrations.

### Skill Review

- Model retelling the events of the story by using the illustrations to assist you. Remind students that retellings include details and descriptions about the events of a story in the correct order. Ask students to retell the beginning of the story to a partner.
- Have students work with a partner to discuss the characters of the story. Then have them discuss which character is the main character.
- Model identifying characters.  
**Think-aloud:** *The characters are the people or animals doing the action in the story. In this story, there are both people and animal characters. Since Grandpa appears on every page of the story dealing with a turnip, I know that he is the main character in the story. What other characters are in the story?*
- Introduce and explain the **identify characters worksheet**. Have students use the worksheet to illustrate and write descriptions for characters in the story.

### 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.

### Skill Review

#### Graphic Organizer: Identify characters

Have students complete the identify characters worksheet and review it with a partner. Invite volunteers to share their illustrations and descriptions with the class. Discuss with students how they know the characters they chose are characters in the story.

### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Sample: *Grandpa got a giant turnip by planting a seed in the spring and letting it sprout and grow in the summer. Then he got a lot of help to pull the giant turnip out of the ground.*)

### Comprehension Checks

- **Book quiz**
- **Retelling rubric**

### Book Extension Activities

#### Build Skills

##### Phonological Awareness:

##### Initial consonant *gr*-blend

- Say the word *grandpa* aloud to students, emphasizing the initial /gr/ sound. Have students say the word aloud and then say the /gr/ sound.
- Have students practice saying the /gr/ sound to a partner and then create an oral list of words that begin with the /gr/ sound. Invite volunteers to share a word with the rest of the class, and have other students give the thumbs-up signal if they agree that the word begins with the *gr*-blend.
- **Check for understanding:** Say the following words one at a time, and have students clap when they hear a word that begins with the *gr*-blend: *grain*, *grip*, *girl*, *grow*, *tug*, and *growl*.

##### Phonics: Initial consonant *gr*-blend

- Write the word *grabbed* on the board and read it aloud with students.
- Have students say the /gr/ sound aloud. Then, run your finger under the letters as students say the whole word aloud. Ask students to identify which letters represent the /gr/ sound in the word *grabbed*.
- Write the word *gabbled* and read it aloud with students. Have students discuss with a partner the difference between the two words. Explain that the *gr*-blend creates a different initial sound in the word *grabbed* from the initial /g/ sound in the word *gabbled*.
- Have students practice writing the letters *gr* on a separate sheet of paper while saying the /gr/ sound.
- Have students identify and circle all the words that begin with the /gr/ sound in the book.
- **Check for understanding:** Write the following words on the board, leaving off the initial consonant blend: *ground*, *grill*, *grip*, and *grin*. Read each word, one at a time, aloud with students. Invite volunteers to come to the board and add the initial consonant blends to each word.
- **Independent practice:** Introduce, explain, and have students complete the [initial-consonant-gr-blend worksheet](#). If time allows, discuss their answers.

##### Grammar and Mechanics: Past-tense verbs

- Review or explain that some words name actions. Remind students that action words are called *verbs*.
- Write the following sentences on the board: *I plant a seed. I pull plants from the ground.* Invite volunteers to come to the board and underline the verb in each sentence.

- Explain that when an action happened in the past, the *-ed* letter combination is sometimes added to the end of the verb. Explain that these words are called *past-tense verbs*. Add the word *yesterday* to each sentence. Invite volunteers to come to the board and add the *-ed* letter combination to each verb.
- Have students turn to page 4 and read the first sentence. Ask them to locate the past-tense verb (*sprouted*). Invite a volunteer to name the present-tense verb (*sprout*).
- **Check for understanding:** Have students look through the story to locate past-tense verbs and circle them. Invite students to share their results with the class. Have students name the present-tense verbs for each past-tense verb in the story.
- **Independent practice:** Introduce, explain, and have students complete the [past-tense-verbs worksheet](#). If time allows, discuss their answers.

##### Word Work: Alphabetical order

- Explain to students that sometimes words are placed in a list in alphabetical order. In order to figure out which word comes first, we need to look at the first letter of each word and determine which letter comes first in the alphabet.
- Write the words *heap* and *budge* on the board. Invite a volunteer to explain which word would come first in alphabetical order (*budge*) and why (because *Bb* comes before *Hh* in the alphabet).
- Write the words *sprouted* and *turnip* on the board. Have students identify the initial letter in each word (*Ss* and *Tt*). Ask students which letter comes first in the alphabet (*Ss*). Explain that *sprouted* would come first in alphabetical order.
- **Check for understanding:** Write the following words on the board: *grabbed*, *seed*, *burst*, *leaves*, *pulled*, *walked*, *help*. Have students write the words in alphabetical order. When they have finished, discuss their answers.

##### Connections

- See the back of the book for cross-curricular extension ideas.