



About the Book

Text Type: Fiction/Fantasy Page Count: 12 Word Count: 456

Book Summary

Halloween is coming soon, and the Hoppers are eager to carve jack-o'-lanterns. But the pumpkin patch is across a stream that Mother Hopper has told the little Hoppers to stay away from. When the Hoppers decide to turn their old blow-up pool into a boat, they quickly realize why Mother Hopper warned them. Luckily, Grandpa Grizzly arrives in the nick of time.

About the Lesson

Targeted Reading Strategy

- Make text-to-text connections

Objectives

- Use the reading strategy of making text-to-text connections to understand the book
- Identify problem and solution
- Identify spellings for long /o/ sound
- Identify and use describing words (adjectives)
- Recognize synonyms

Materials

Green text indicates resources available on the website

- Book—*To the Pumpkin Patch* (copy for each student)
- Chalkboard or dry erase board
- Problem and solution, long /o/ sound, describing words, synonyms worksheets
- Discussion cards



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

Vocabulary

- High-frequency words: *then, they*
- Content words: *jack-o'-lantern, patch, pumpkins*

Before Reading

Build Background

- Involve students in a discussion about pumpkins and Halloween. Have them describe what kinds of jack-o'-lanterns they have seen or made.
- Ask students if they have ever done anything a family member told them not to do. Ask what happened and what they learned from their experience.

Preview the Book

Introduce the Book

- Give students their copy of the book. Have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Talk about the information on the page (title, illustrator's name).

Introduce the Reading Strategy: **Make text-to-text connections**

- Have students look at the cover illustration again. If they have read other books about the Hoppers, ask whether they recognize the characters in the illustration.
- Model how to make connections to other texts.
Think-aloud: I recognize the characters in the illustration. It's the Hoppers. I remember that Snubby Nose usually gets into some kind of trouble, and Grandpa Grizzly usually comes to the rescue. Remembering what I have read about the Hoppers in other books will help me to understand what I read in this story.
- **Check for understanding:** Ask students what they remember about other Hoppers stories they have read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary



- Go through several pages of the book with students, talking about the illustrations and using the vocabulary they will encounter in the text. Ask them to predict what is happening in the story by using their prior experience with other Hoppers stories. For example, on pages 3 and 4 ask: *Why do you think the Hoppers don't go and get the pumpkins? Based on what you already know about the Hoppers, what do you think they will do next?*
- Ask what students think Fluffy Tail might be thinking, based on what they know about her as a character in previous stories. Reinforce new vocabulary by incorporating it into the discussion of the illustrations.
- Remind students of the strategies they can use to work out words they don't know, for example, looking at the beginning and ending sounds in words, looking for familiar parts within words, and looking for long or short vowel sounds in the middle of words. Remind students that they should check whether a word makes sense by looking at the illustration or rereading the sentence. Point out the word *pumpkin* on page 3. Suggest that students might recognize the word part *pump* within the larger word. They might look at how the word starts, check the vowel sound, and look at how the word ends. Read the sentence to them and ask if the word *pumpkin* makes sense in the sentence.

Set the Purpose

- Have students read the book to find out how the characters and plot in this book are like the characters and plots of previous Hoppers books.

During Reading

Student Reading

- **Guide the reading:** Give students their book and have them put a sticky note on page 6. Direct them to read to the end of this page. Have students reread the pages if they finish before everyone else.
- Model making text-to-text connections.
Think-aloud: I remembered that Fluffy Tail is the one who usually thinks the Hoppers shouldn't do something, but she still goes along with the others. She was like that in this story, too.
-  **Check for understanding:** Have students continue reading to the end of page 8. Ask them to circle events in the book that helped them make connections to other Hoppers stories. Discuss the events as a class and write them on the board.
- Have students read the remainder of the book. Remind them to think about what they know about the Hoppers as they read.
-  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

- Reinforce how using what students already knew about the Hoppers helped them understand what they read. (Making text-to-text connections helps students make logical predictions about how characters will act and what might happen in a story).

Teach the Comprehension Skill: **Identify problem and solution**

- **Introduce and model:** Remind students that stories have a problem that the characters work toward solving. If there weren't a story problem, the story would be very boring because nothing much would happen. For students who need support, use a story or fairy tale they know well to model problem and solution. For example, ask them what problem Cinderella had. Ask how Cinderella's problem was solved.
- **Discussion:** Ask students to tell the first problem the Hoppers had. (They couldn't go across the stream to get the pumpkins.) Have them point out in the text where this problem is introduced. Discuss how the problem was solved. (They used their blow-up pool to cross the stream.) Talk about how this problem made the story interesting. Ask whether students think the Hoppers should have used the pool to get across the stream and whether they think the Hoppers should have gone to get the pumpkins.
- **Check for understanding:** Have students reread page 9. Have them identify the problem (the pool sank and all four Hoppers fell into the water) and the solution (Grandpa Grizzly dove into the water and pulled them all out).
- **Independent practice:** Have students fill in the first problem and solution on the [problem-and-solution worksheet](#). Then have them identify the second problem and solution, and record it on the chart. Discuss their responses after they have finished.



Extend the discussion: Instruct students to use the last page of their book to draw a picture showing what the Hoppers should have done instead of taking the pool across the stream. Have students share their picture with the group.

Build Skills

Phonics: **Long /o/ sound**

- Have students find the words *boat* and *float* on page 5. Ask them to read the words and tell you what vowel sound they hear in the words.
- Write the words one below the other on the board.
- Ask students to read through the page to see if they can find any other words that have the long /o/ sound (*go, blow, don't, know*). Write these words on the board next to the *oa* digraph words, creating columns based on spelling. Write the words *know* and *blow* in one column. Create a column using the word *rose* as an example, and tell students that this is another spelling for long /o/.
- **Check for understanding:** Have students brainstorm words with the long /o/ sound. Have them tell you in which column they think you should write each word. Write each word as they suggest and then have students check the spelling of each word to see if it is in the right column.
- **Independent practice:** Introduce, explain, and have students complete the [long /o/ sound worksheet](#).

Grammar and Mechanics: **Descriptive words (adjectives)**

- Remind students that writers use descriptive words to help the reader picture what is happening in the story.
- Reread page 4 with students and ask them to pay attention to how the writer describes the pumpkins. When they have finished reading, ask what kind of pumpkins they pictured in their mind as they were reading.

Lesson Plan *(continued)*

To the Pumpkin Patch

- Reinforce that the words *tall*, *fat*, *crooked*, and *biggest* are all describing words.
- **Check for understanding:** Have students look at how the pool is described on page 6 and tell the describing words (*old*, *blow-up*). Then have them tell which word is used to describe the stick (*long*).
- **Independent practice:** Have students practice identifying descriptive words by completing the [describing words worksheet](#). If time allows, discuss their answers.

Word Work: **Synonyms**

- Have students find the word in the book that describes the kind of pumpkin Snubby Nose wanted to carve (*biggest*). Ask students what other word they could use in place of the word *biggest* (*largest*).
- Repeat with the word that describes what kind of pumpkin Speedy Legs wanted to carve (*fat*). Ask students what other word they could use in place of the word *fat* (*chunky*).
- Explain that these words are called *synonyms* and that they are words that mean almost the same thing as another word.
- **Check for understanding:** Have students turn to page 6 and reread the first sentence. Have them identify the word that describes the blow-up pool (*old*) and brainstorm words that mean the same thing or almost the same thing as *old* (*ancient*, *aged*, and so on).
- **Independent practice:** Introduce, explain, and have students complete the [synonyms worksheet](#). If time allows, discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to 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 them identify two problems and solutions in the story with someone at home.

Extend the Reading

Fantasy Writing Connection

Have students write an alternate ending to the story in which Grandpa Grizzly doesn't show up with a wheelbarrow full of pumpkins. Have them decide whether they think the Hoppers would have journeyed downstream to find their pumpkins or whether their parents would have helped them solve their problem another way (perhaps by not carving pumpkins at all). Require that students write at least two paragraphs and encourage them to illustrate their work.

Science Connection

Provide materials for students to perform a science experiment. In a large bucket of water, have them place as many small stones (of similar size and weight) as they can into a small boat. Encourage them to see how many rocks they can stack onto the boat before it tips over. Point out the importance of weight distribution. Have them record their observations and findings, and compare their results with other class members' findings.

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.

Lesson Plan *(continued)*

To the Pumpkin Patch

- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- use the strategy of text-to-text connections to understand book during discussion
- identify the problem and solution in the book in discussion and on a worksheet
- recognize that the long /o/ sound can be spelled in different ways in discussion and on a worksheet
- recognize descriptive words in text and understand their purpose on a worksheet
- suggest synonyms for familiar words in discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)