KEY IDEA  This nonfiction text traces the stages a pumpkin goes through as it grows from a seed to become a fully-grown pumpkin with more seeds inside.

LITERACY STANDARDS ADDRESSED IN THIS PLAN

RI.1.3  MAIN FOCUS Key Ideas & Details  
Sessions 1, 2, 3  
Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4  Craft & Structure  
Sessions 1, 2, 3  
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.6  MAIN FOCUS Craft & Structure  
Sessions 2, 3  
Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7  MAIN FOCUS Integration of Knowledge & Ideas  
Sessions 1, 3  
Use the illustrations and details in a text to describe its key ideas.

RI.1.10  Range of Reading & Level of Text Complexity  
With prompting and support, read informational texts appropriately complex for grade 1.

SL.1.3  Comprehension & Collaboration  
Sessions 1, 2, 3  
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

L.1.4a  Vocabulary Acquisition & Use  
Session 1  
Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.5a  Vocabulary Acquisition & Use  
Additional Instruction  
Sort words into categories to gain a sense of the concepts the categories represent.

RF.1.3f  Phonics & Word Recognition  
Session 2, Additional Instruction  
Read words with inflectional endings.

RF.1.4c  Fluency  
Session 2  
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.1.2  Text Types & Purposes  
Writing Connection  
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.8  Research to Build & Present Knowledge  
Sessions 2, 3  
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Session 1

LEARNING FOCUSES
RI.1.3, RI.1.7
Students read closely and use text evidence to describe connections between two individuals, events, ideas, or pieces of information in the text, and they also use the illustrations and text details to describe the key ideas.

PREVIEWING THE TEXT 5 minutes
Read the title and author and illustrator credits with students. Invite students to think about the illustrations on the front and back covers and listen as you read the back cover text.

What do you notice on both the front and back covers?
They both talk about pumpkins. They both show pictures of pumpkins. They both talk about pumpkins growing.

Who has ideas about what we might learn about as we read this book?
We’ll learn about pumpkins. We’ll learn how they grow and where we get them.

READING THE TEXT CLOSELY 10 minutes
Explain the learning focuses to students. Ask them to read pages 2–7. Check to see how well they are doing with the application of the focuses. Provide support if needed.

We’re going to read this nonfiction book. Nonfiction books give ideas and information. As we read, we’ll look for details that will help us understand how ideas in the book are connected. Let’s read pages 2–7. . . . Who can share some details that you found?

Pumpkins grow from seeds. There are seeds in pumpkins. You can plant pumpkin seeds.

Yes, there are a lot of details about pumpkin seeds. What idea do you think the author is expressing about seeds with these details?
that seeds are important; that you need seeds if you want to grow a pumpkin

Well done. How do the illustrations on pages 4 and 5 give us an understanding of pumpkin seeds that the text alone does not?
The pictures show what pumpkin seeds look like.

Instruct students to continue reading through page 14. Check to see how they are doing with the application of the focuses. Provide support if needed.

As we read pages 8–14, let’s keep looking at details and see how these details connect to each other. What details did you find on pages 8–14?

Seeds grow. They need water and sun to grow. They grow into flowers on a vine and then grow into pumpkins.

Yes, those are some important details. What idea do you think the author is expressing with the details on these pages?
that pumpkins need special things to grow; that pumpkins grow from seeds

Let’s think about how the details and ideas from these pages connect to the details we read about earlier. Who would like to share?
All the details really tell me how pumpkin seeds are important. Also, these details are all about pumpkins growing.

Yes, the details tell how important pumpkin seeds are for growing pumpkins.

If you are satisfied that students can apply the focuses, instruct them to read the remaining pages. If you are not, prompt students to return to pages 8–14 and think about connections between the details and illustrations on those pages.

Corrective Feedback
Have students closely reread the title and first sentences to find the main topic and key details. Encourage them to silently or softly reread line by line and look at the pictures, stopping to think and talk together about their understandings.

TEACHER TIP
Make sure students understand what a detail is. Explain that it can be a piece of information found in the text or the pictures, a description, or a word.

VOCABULARY
RI.1.4 Point out key domain-specific words such as pumpkin, grows, and seeds. Have partners ask each other questions about the words. Model questions such as: Why is it important to know the meaning of these words? How can we figure out the meaning if we don’t know it?
Let’s read the rest of this book quietly to ourselves. I’ll come around and listen to some of you as you read. Remember that we were looking for details and ideas in the book, and we’re making connections between these details and ideas. Read closely, and I’ll ask you to point out details and ideas later.

DISCUSSING THE TEXT  

Invite students to share connections they found in the book. Prompt them to provide details to support their statements.

As we talk about important connections in the book, be sure to ask questions about what other students say if you need more information or if something isn’t clear to you. Who would like to begin by sharing a connection you read about in the text?

On page 8, it says there is a new plant “inside each seed.” And on page 14, it says there are seeds inside each pumpkin.

Anyone else?

The pumpkin seed is connected to the pumpkin.

Can you explain the connection?

A pumpkin plant grows from a pumpkin seed.

Who can find another connection?

The last page tells all the steps of how a seed grows into a pumpkin. It tells us how growing a pumpkin starts and ends with seeds.

Those are some fantastic connections.

Focus on the word soil on page 8.

Let’s look at page 8 and find the word soil. What if you don’t know the meaning of this word? How could you figure it out?

I can look for clues in the sentences. Also the picture might help me.

What details in the sentence and picture might help you?

Well, the words say what plants need to grow. I know they need dirt. The picture shows the seeds on dirt. I guess that soil means dirt.

You used context clues in the sentence and on the page to figure out the word!

Confirm students’ good use of the focuses and encourage them to keep them in mind whenever they read nonfiction texts.

You worked hard at making connections between details in the text. You also used the pictures and to describe important ideas and to help make more connections. Remember to look for connections like we just did whenever you read a book with a lot of information in it.

Formative Assessment: Comprehension
Using the Quick Start Planner, note this session’s learning focuses. Observe each student’s articulation and use of text evidence to evaluate individuals’ effective use of the learning focuses.

COMPREHENSION: MAKE CONNECTIONS

Formative Assessment Have students use the blackline master on page 10 to describe the connections between the stages in the growth of a pumpkin that they learned about in A Pumpkin Grows. Review students’ answers as you evaluate their mastery of the learning focus.
Session 2

RETURNING TO THE TEXT 5 minutes
Ask students to think about the text read previously. Guide them to recall how they applied the learning focuses to their reading.

We're going to read *A Pumpkin Grows* again today. Who will remind us what we focused on the first time we read it during the last session?

We looked for details. We connected different ideas, like how pumpkin seeds become pumpkins. We learned that seeds grow into pumpkins that also have lot of seeds in them.

Yes, you made connections between details and ideas that helped you better understand the text. You also looked closely at the pictures to help figure out important ideas and make even more connections.

READING THE TEXT CLOSELY 10 minutes
Explain the learning focuses. Invite students to reread pages 8 and 9. Check in to see how well they have understood the focuses. If you are satisfied that students can apply the focuses, set the reading assignment for the session. If not, provide corrective feedback as suggested on page 2 of this lesson plan.

Authors use words to give us information in a book. Illustrators, or the artists who draw pictures for a book, uses pictures and diagrams to share information with us. Today as we reread, in addition to making connections, let’s look for information that the author gives us and information that’s in the pictures. Let’s look closely at pages 8 and 9. What information do we learn from the words?

We learn that pumpkins needs sun, soil, and water to grow. The author tells us that there’s a little plant in a seed that grows into a sprout.

Now let’s look at the pictures. Is there anything you can learn from the pictures that the text didn’t tell you?

Yes. The words mentioned a new plant, but the pictures showed how a new plant is just a little bit of green inside a seed.

Yes, that is information we could only get by looking closely at the pictures.

Explain that readers use information from the words and the pictures to understand the important ideas. Then instruct students to finish rereading the book.

So we have found that we can get information from many places. We can get it from the text and from the pictures. We just found an example of where we got new information from the pictures that wasn’t in the text. Can anyone show us another example like that?

There are lots of places like that. On page 9, the words talk about a little sprout. But the picture shows us a sprout and a root growing in the ground. The words didn’t talk about the root. But now I know pumpkins have roots. That’s probably how they stay in the ground.

Fantastic. So you really learned more about how pumpkins grow by reading the text and looking closely at the pictures.

Formative Assessment: Phonics and Fluency Listen to each student read a portion of the text. Observe how easily they can decode words with inflectional endings, such as *growing* and *bigger* on page 14. Pay close attention to fluency as well. If students need additional practice with decoding or fluency, provide the necessary support at the end of the session. Ask students to note words or phrases they find challenging for discussion after the reading.
DISCUSSING THE TEXT  10 minutes

Guide a discussion in which students identify information and ideas in the text and from pictures in the book and then make connections.

We’ve been making connections between details and ideas in the book. We’ve also been looking closely for details in the words and the pictures that help us describe key ideas. What is a connection you made between the text or the pictures in the book as you reread it this time?

One connection I saw is that there are bees in the pictures on page 11 and page 16. So I think bees are important.

Great, so you got some information from the pictures. Is there information about bees in the text?

Yes. On page 11 it says that bees fly in and out of the flowers.

So the book talks about bees and shows bees. What does this tell you about bees and pumpkins?

I think this means that bees are also really important when it comes to growing pumpkins.

Yes, I think so too. So pumpkins needs water, sun, soil, and bees to grow.

Focus on the word sprout on page 9.

Let’s look at the word sprout on page 9. Let’s talk about this word. Say it with me: sprout. What questions do we have about the word sprout?

What does it mean? Is it something you can eat?

How could you figure out the meaning of this word?

I could try to sound it out. I could ask myself if I ever heard it before. I can look at the picture. It shows tiny little leaves. Then on the next page the leaves get a little bigger. I asked myself if the pictures showed a sprout.

Let’s look closely at the words and pictures to answer our questions. Who has some ideas?

The words tell me that the sprout grows. So that means a sprout must be part of the pumpkin plant. The first picture on page 10 looks like the green part on page 9, only it’s bigger. So I think the sprout is the little green part in the picture on page 9.

Good thinking. So now that you have read the words and looked closely at the pictures, what do you think is the meaning of the word sprout?

I think it’s a little plant that comes out of a seed.

Yes, that is the meaning of a sprout. Many plants begin to grow by sprouting from seeds.

Help students understand the benefits of asking and answering questions in a discussion to get information or better understand something.

We’ve talked a lot about making connections as we read and about using the information in words and pictures to understand key ideas. How does it help you to ask questions and answer them when we have discussions like this?

You can learn more by asking questions if you don’t understand what somebody says. You can explain it better if somebody asks you a question and you know that they didn’t understand what you said.
You can ask and answer questions whenever you have discussions to get more information or to help you understand something.

Formative Assessment: Comprehension Using the Quick Start Planner, note the session’s learning focuses. Observe each student’s articulation and use of text evidence to evaluate individuals’ effective use of the learning focuses.

**TEACHER’S CHOICE**

**PHONICS AND FLUENCY FOLLOW-UP**

**Phonics Practice** Write *growing* and *bigger* on a small whiteboard. Underline the suffixes when applicable: *grow*, *growing*, *big*, *bigger*. Then use the Read the Groups routine to help students decode the word.

Let’s use our Read the Groups strategy to practice reading these words. You’ll look at each word as I point to it and say the word when I tap it. (Point to the first word.) What is the word? (Tap the first word. Students say the word. Repeat for remaining words.) Now we’ll go back to page 14 and read these words in our book.

**Fluency Practice** Ask students to work in partnerships and read parts of the text aloud to their partners. Student can help each other correct errors as they practice saying unfamiliar words.

Now work with a partner. You and your partner will read part of the book aloud to each other. As you read, focus on pronouncing all the words correctly. After reading, ask your partner for feedback and help pronouncing unfamiliar words. Keep practicing and giving each other feedback until you feel more comfortable reading the text aloud.

**COMPREHENSION: PICTURES AND TEXT**

Formative Assessment Have students use the blackline master on page 11 to distinguish between the information provided in the illustrations and the information provided in the words in *A Pumpkin Grows*. Review students’ answers as you evaluate their mastery of this learning focus.

**TEACHER’S CHOICE**

**CONSTRUCTED RESPONSE: COLLECT TEXT EVIDENCE**

Formative/Summative Assessment Have students use page 12 to introduce the constructed response question: *How does a pumpkin seed turn into a pumpkin?* Have students use self-stick notes to mark places in the book that help them answer the question. Point out that the details they include can come from the illustrations as well as the main text. Review students’ self-stick notes as you evaluate their mastery of the learning focus.
RETURNING TO THE TEXT 5 minutes
Explain that students will return to the text again. Ask students to consider the approach they’ve used the previous sessions and how considering the text and illustrations helped them understand the text.

In previous sessions, we closely considered the text and the illustrations. How does thinking about all these parts help us understand the important ideas in the text? Who has an ideas about this?

Well, the writer used words to tell some important things. But the pictures showed important things too. Sometimes you just understand something better when you see it in a picture. When I put together the ideas from the words and pictures, I learned a lot about how pumpkins grow.

Terrific.

READING THE TEXT CLOSELY 10 minutes
State the learning focuses and invite students to reread pages 8–10. Check to see how they are doing with the application of the focuses as you have done previously. Then have students reread the rest of the text, paying specific attention to connections they can make using details from illustrations.

Let’s take another close look at the illustrations on pages 8–10. Based on the details in these illustrations, what connections can you make?

I see the green in the seed, then I see the vine is green. So my connection is that the little green part of the seed is the thing that grows into a vine.

Great. Can anyone add to this?

The seed is underground. The green vine is above the ground. So I think that the little green part of the seed grows out of the seed to be above the ground.

These are some great connections.

DISCUSSING THE TEXT 10 minutes
Facilitate a discussion that links the three learning focuses. Remind students that to deeply understand a text, they often need to think about several things at once. In this case, they are thinking about how the illustrations provide them with different information than the text and help them make connections.

To understand the text we read, it helps to keep some things in mind as we read. For example, you found some details in the text and different details in the illustrations. Then you used all these details to develop connections. Who has a connection to share based on the illustrations?

My connection is seeds are important for the growth of a pumpkin.

How did the pictures help you come up with that?

I see seeds getting planted on page 7. Then the seeds are in the ground when the vines grow on pages 9 and 10. Then I see there are seeds in the pumpkin on page 14.

Great. Is this similar or different from the information you learned from the text?

Well, because of the pictures, I know there’s a seed in the ground even when the text is only talking about flowers or bees or other things.
Encourage students to share the key ideas they learned from making connections and looking closely at the pictures and the text.

Today you made a lot of connections by reading the text closely and looking closely at the pictures. How did this help you understand how pumpkins grow?

Well, the book told me a lot of details. But it was when we talked about making connections that I realized how important seeds are. Also, thinking about the pictures gave me a lot more information.

Wonderful. So making connections, reading closely, and looking closely at the pictures really helped us understand how pumpkins grow.

CONSTRUCTED RESPONSE: WRITE TO SOURCE

Formative/Summative Assessment Have students use the blackline master on page 12 to write a response to the question: How does a pumpkin seed turn into a pumpkin? Tell students that they can use their self-stick notes to help them write their answer.

Writing Connection

WRITING AN EXPLANATION

Summative Assessment Review what an explanation is with students. Students will work independently to write reports that explain how pumpkins grow. Before they write, have students work with partners to share facts they gathered on the blackline master on page 12 and make any necessary changes. Students will then work independently to write their explanations. Consider having them illustrate and publish their reports and share them with another first-grade class.

You have been reading and thinking about how pumpkins grow. Now you will write a report explaining how pumpkins grow. You have collected facts to help write this. Work with a partner to go over the notes you made. Add or change details if you missed anything important. Start by telling what your topic is. Then write an explanation about how pumpkins grow. Be sure to write a clear conclusion, or ending, that retells the most important ideas about how pumpkins grow.
WORD STUDY
Adding –s  Focus on the words seeds and sprouts on page 16 of the text. Lead students to see that both words end in –s. Ask students to find other words on the page that end in –s. Prepare a chart with the headings Things and Actions. Point out that the words seeds and sprouts name nouns, or things, and write the words under Things. Guide students to understand that the ending –s shows more than one. Then call attention to the text on page 9.

- Do any words on page 9 end in –s?
  rains, grows
- Do these words name things or actions?
  They name actions.
- Yes, I’ll write them in the Actions part of our chart. Let’s find other words that end in –s in our book and put them on our chart. You tell me if they go in the Things or Actions list and how you know.
  farms (things, page 2); needs (actions, page 8); bees (things, page 11)

VOCABULARY
Sorting Words into Categories  Guide students to sort words into categories to broaden their understanding of concepts the categories represent. Write names of categories discussed in the text, such as how pumpkins grow, where we get pumpkins and seeds, things that need plants, what plants need, and how seeds grow.

- We are learning a lot about pumpkins as we read this book. We are also learning about how seeds grow, things that need plants, and where we get seeds and pumpkins. Let’s look through the book and decide what ideas we can add to each of these categories, or groups. Let’s look at the sentences on pages 9 and 11. What words tell about how the seeds grow?
  sprout, vine, flowers
- These words all tell about many plants, not just pumpkins. Let’s look on pages 12 through 14. What other words tell about how plants grow?
  pumpkin, bigger, seeds
- Now let’s go back to our other categories and look for words to write in each group.

PHONICS
Inflectional Endings  For more practice decoding words with common prefixes and suffixes, use the Read the Groups routine with an expanded list of words. In addition to the words on page 14, you might add the following: call, called, recall; thank, thanking, thankful; prison, prisoner, imprison, imprisoned.

Underline prefixes and suffixes where applicable. Run the routine first with word families together and then in mixed order.

- We’re going to use our Read the Groups strategy to read a larger group of words. We’ll start slowly and then read more quickly. When you can say these words quickly, it’s easier for you to read them when you see them in books. Remember, you’ll look at each words as I point to it and say the word when I tap it. (Point to the first word.) What is the word? (Tap the first word.)
  call
Comprehension: Make Connections

How does a pumpkin grow? Think about the different stages of a pumpkin’s growth and how the stages are connected. Use the words in the box to complete each sentence below.

| sprout | flowers | vine | seeds |

1. To grow pumpkins, you need pumpkin ________.
2. After a seed is planted and it rains, the seed grows a little ________.
3. A sprout grows into a ________.
4. The vine grows ________, and these grow into pumpkins.

Now draw a picture of one of these words here:

Score: __________
Comprehension: Pictures and Text

Think about what you learned from A Pumpkin Grows. Write two things you learned from looking at the pictures. Write two things you learned from reading the words.

I Learned This from the Pictures

I Learned This from the Words

Score: ___________
Constructed Response

How does a pumpkin seed turn into a pumpkin?

Use information from the book *A Pumpkin Grows* to support your answer.

First

Next

Then

Score: _________