

Week 1 Lesson 4: The Gigantic Turnip

Learning Goal/Overview (What Students Will Know/Be Able to Do By End of Lesson)

- In this lesson, students will:
 - Identify the parts of specific plants that are eaten by people
 - Explain that seeds are the beginning of new turnip plants
 - Explain the basic life cycle of a turnip plant

Enduring Understanding/Focus

- Students will understand the concepts of the life cycle of plants, pollination, and photosynthesis.

Lesson Structure

Introduction to Video/Video	15	minutes
Activity 1 - Comprehension Questions	10	minutes
Activity 2 - Vocabulary Review	10	minutes
Independent Practice/CFU	15	minutes

Student Materials

Lesson 4: The Life Cycle of a Plant Independent practice

pencil

crayons/markers

glue stick/tape

blank paper

Lesson Set

Standard(s) Covered:

- K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text.
- K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details.
- K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story.
- K.RL.CS.4 With prompting and support, ask and answer questions about unknown words in text.
- K.RL.CS.5 Recognize common types of texts

- K.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear.

- K.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for Kindergarten

Introduction to Read-Aloud: The Gigantic Turnip

Video link: Running time: 6:53

- https://youtu.be/_zTwYa8Alcw

Before beginning the lesson, review these facts with students.

Use Image Card of Turnip (at the end of lesson plan)

- Tell students they are about to hear a story called “The Gigantic Turnip.”
- Explain that a turnip is a plant that some people grow in their gardens and show them a real turnip (if available).
- Ask students what they already know about gardens. What are some other plants that people grow in gardens? Why might people plant gardens? Explain that one reason people have gardens is to grow food, such as turnips, to eat.
- Tell students that some people like to eat the turnip leaves, or greens, that grow above ground.
- Tell students that another part of the turnip that people like to eat grows underground and is the root of the plant. When a farmer wants to harvest a turnip, he has must dig it up or pull the root out of the ground.
- Tell students that this story is about a very big turnip.

Purpose for Listening: Tell students to listen carefully to find out who helps the farmer pull the turnip out of the ground.

Begin video

Activity #1 –Comprehension Questions:

- Scaffolds/supports: If students have difficulty responding to questions, **go back to time stamps** listed next to question/or refer to specific images in the video. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.
 - Who are the characters in this story? (The characters in this story are the old man, the old woman, the granddaughter, the grandson, the dog, the cat, and the mouse.)
 - What does the old man plant? (The old man plants turnip seeds.)
Scaffolds/Supports: Play Video - 1:56
 - What grows out of the turnip seed? (A turnip grows from the turnip seed.)
 - Why does the old man want to plant a turnip? (He wants to plant a turnip so he and his wife can eat it.)
Scaffolds/Supports - Play Video - 1:53
 - Why does the old man need so much help pulling the turnip out of the ground? (The old man needs help because the turnip is gigantic and too large for him to pull out alone.)
Scaffolds/supports: Play Video - 2:37
 - Are all turnips as large as the turnip in the story? (No, all turnips are not as large as the turnip in the story.)
 - Why does the mouse get an extra serving of turnip stew? (It was with his help that they were finally able to pull the turnip out of the ground. “A little help can make a big difference.”)
Scaffolds/Supports: Play Video - 6:16

Think Pair Share: Encourage students' active involvement in class discussions by having them think through their answers to questions, rehearse their responses silently and through discussion with a peer, and share their responses aloud with the class. It is recommended that you model the *Think Pair Share* process with another adult or student with strong language skills the first time you use it and continue to scaffold students to use the process successfully throughout their learning.

In *Think Pair Share* activities, you will begin by asking students to **listen** to the question you pose. You will then allow students some time to **think** about the question and their response to the question. Next, you will prompt students to discuss their response in pairs. Finally, you will select several **students** to share their responses with the class.

Say: The next question will be a think pair share question. I will give you a minute to think about the question and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you have discussed with your partner.

Students think quietly for one minute. Then students turn to their neighbor to share ideas about the question.

- *Think Pair Share:* Do you think a turnip plant could really grow as large as the one in the story? Why or why not? What would a plant that large need? (Answers may vary.)
- Ask: After hearing today's read-aloud and questions and answers, do you have any remaining questions?

Activity #2 –Vocabulary Review: gigantic

Say: In the read-aloud you heard, "When [the farmer] drew nearer, he saw that it was not a bush, but the top of a gigantic turnip!" Say the word gigantic with me.

Students respond: *gigantic*

Say: When someone says something is gigantic, it means that thing is very, very large. That house is gigantic—it has twenty bedrooms! Tell me about something you have seen that is gigantic. Try to use the word gigantic when you talk about it. Ask two or three students to share.

- Scaffolds/Supports: Guide or rephrase students' response by using the sentence stem: "I saw a gigantic _____."

Ask: What is the word we've been talking about?

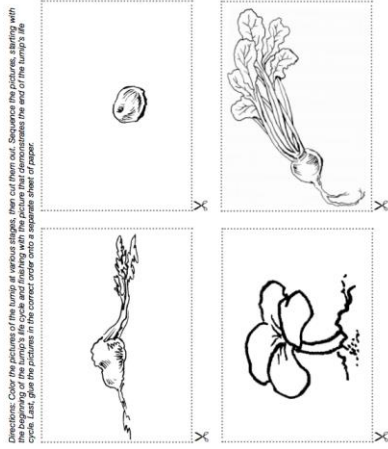
Check for understanding: Making Choices

Directions: I am going to name some things. If the thing I name is gigantic, say, "That is gigantic!" If the thing I name is not gigantic, say, "That is not gigantic." Remember to answer in complete sentences.

1. a mouse the size of your thumb (A mouse the size of your thumb is not gigantic.)
2. a mouse the size of a shoebox (A mouse the size of a shoebox is gigantic!)
3. a person the size of your hand (A person the size of your hand is not gigantic.)
4. a pizza as big as a truck (A pizza as big as a truck is gigantic!)
5. a book the size of a door (A book the size of a door is gigantic!)

Independent Practice/Check for Understanding

Distribute Lesson 4: The Gigantic Turnip Independent Practice



ANSWER KEY

