

Title	<i>The Biggest Pumpkin Ever</i> by Steven Kroll
Theme	Sequencing
Subject	Language Arts
Grade Range	K – 2
Duration	45 minute class session
Standards and Goals	<p>New York State Learning Standards</p> <ul style="list-style-type: none"> • Listening and reading to acquire information and understanding involves collecting data, facts and ideas; discovering relationships, concepts and generalizations; and using knowledge from oral, written and electronic sources. • Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another and presenting the information and interpretation clearly, concisely, and comprehensibly. <p><i>Note that standards in this lesson plan are for example only. This lesson can be easily adapted to meet your state's specific standards.</i></p>
Objectives	<p>Students will:</p> <ul style="list-style-type: none"> • Read/listen to <i>The Biggest Pumpkin Ever</i> by Steven Kroll. • Sequence the story events from the book using a story board. • Use illustrations and a caption to sequence the events.
Materials and Preparation	<ul style="list-style-type: none"> • <i>The Biggest Pumpkin Ever</i> by Steven Kroll • Writing journal • Large white sheets of paper (at least legal size) • Crayons, colored pencils • Pumpkin seeds • One pumpkin – (optional) great visual and can later be made into a jack-o-lantern as a class. <p>(Note: for students that learn through listening, have audio versions of the book available. This title is available from RFB&D. Playback system will also be needed.)</p>
Procedure: Introduction	<ol style="list-style-type: none"> 1. This lesson works well mid-October in preparation for Halloween. 2. Ask students if they celebrate Halloween and if they do, what do they like best about it? 3. Who knows what they will be dressing up as for Halloween? 4. Did anyone pick out a pumpkin for Halloween? Has anyone ever carved a pumpkin for Halloween? Have you ever entered a pumpkin in a contest? Who thinks their pumpkin would win a contest? 5. These questions will excite students in anticipation of the story, <i>The Biggest Pumpkin Ever</i> by Steven Kroll.
Procedure: Instruction	<ol style="list-style-type: none"> 1. Tell students that they are going to read a story about a pumpkin. This pumpkin was loved and cared for by two mice. 2. Read <i>The Biggest Pumpkin Ever</i> by Steven Kroll. 3. In the beginning of the story, we learned that there were two mice that loved the same pumpkin. What did the two mice do that showed how much they loved their pumpkin? (Write down the events of the story on the board.)

	<ol style="list-style-type: none"> 4. Show students the illustrations to help them remember the sequence of events. 5. In the end, the two mice realized they had worked together to grow the biggest pumpkin ever. 6. They agreed to share the pumpkin. 7. In the end, the pumpkin won the contest for the biggest pumpkin and then the day before Halloween it was carved into the best jack-o-lantern ever. 8. The middle of the story had many things occurring with the mice and the pumpkins. 9. Reread the story and listen for the sequence of events that helped the pumpkin grow.
Procedure: Practice	<ol style="list-style-type: none"> 1. Provide students with a large sheet of paper (legal size). 2. The paper should be folded in half lengthwise and then twice widthwise. This will give you eight squares for sequencing the story. 3. All students should write in the beginning of the story and the end of the story. Beginning: There was a pumpkin that two mice loved very much. End: On Halloween night, the pumpkin was seen for miles around with its smiling face. 4. Students will fill in the other six squares with illustrations and one sentence about the event. 5. The events need to be in the correct sequential order. 6. Students may look back at the illustrations for clarification. 7. Students will use approximately 20 minutes to independently work on their story sequencing boards. 8. Teacher will walk around to ensure students are able to follow directions, stay on task, sequence the events of the story and write a one sentence caption.
Wrap-up	<ol style="list-style-type: none"> 1. Allow a few students to share their story boards. 2. Provide pumpkin seeds for students to sample. 3. Discuss the process for growing a pumpkin. Pumpkins are typically planted in late spring (after the last frost). 4. Pumpkins need up to seven hours of direct sunlight to grow. 5. Each pumpkin seed that germinates can produce up to five pumpkins. 6. Pumpkins are a fruit, not a vegetable.
Assessment	Collect the story sequencing and assess students based on the sequencing of the story (creativity is not assessed because it is not part of the lesson objectives).
Differentiated Instruction Lesson Tips	<ul style="list-style-type: none"> • Students may work in small groups to reinforce sequencing of the story events. • Students may dictate the captions for their illustrations to an adult or capable student. • After teacher has assessed student story sequencing boards, the boards may be cut by an adult. This will turn it into a game. Students may exchange their story boards and put them in the right sequential order using the illustrations and captions.