



TITLE: THE GREAT BIG ENORMOUS TURNIP
LEVEL: G



INTRODUCE THE BOOK

Before students begin to read, make them familiar with the important ideas, plot, new language structures, and new words in the book. Prepare them for a successful first reading of the story. You might say:

- "This book is about a farmer who grew an enormous turnip. It was so enormous he needed help to pull it out of the ground."
- "Turn to pages 2 and 3. He pulled and pulled but the turnip did not come out."
- "Turn the pages. Let's look at who comes to help the farmer. *They pulled and pulled, but the turnip did not come out.*"
- "Turn to page 12. Who helped pull out the turnip?"
- "Turn back to the beginning and read about the enormous turnip."

READ THE STORY

Encourage each student to read the entire book in a soft reading voice. Listen to students' reading and prompt for and/or praise strategic processing. Refer to the Level G Prompting Guide for a list of desired reading behaviors and suggested actions to take.

DISCUSS THE STORY

Invite students to talk about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Below are some discussion ideas.

- Who did the farmer call on for help?
- Talk about other versions of the story students have heard.

FOLLOW-UP TEACHING

Based on your observations of the students' reading, select one or two teaching points that will be most helpful to all of the students. You might:

- Have the students locate the word *still*. Make the word *still* with magnetic letters. Show the students how you can break the word into two parts. Slide *st* to the left, then add *ill*.
- Practice reading together and making it sound like talking.




You Will Need:

- Pocket chart
- Word cards (cheese, chip, shake, sheep, thing, thump)

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students listen for consonant cluster sounds.

Steps:

The  icon indicates that some of the resources needed to complete these steps are available for downloading at pioneervalleybooks.com/pawprints.

1. Explain to the students that they are going to listen for sounds in words.
2. Place the following words in random order in the pocket chart: *cheese, chip, shake, sheep, thing, thump*.
3. Point to the words and ask the students what they notice about all of the words. (Each word begins with two consonants and the second letter is *h*).
4. Say the words together and ask if they can hear the two sounds at the beginning of the words.
5. Have the students sort the words so that the words that start the same are together.

SUPPORTING ENGLISH LANGUAGE LEARNERS

Consider what additional challenges the lesson might present for second language learners.

- Check to see that the students are familiar with all of the characters in the story.
- You may want to practice several structures, such as *Come and help me pull out this great, big enormous turnip!*

For the Lesson Extension Activity for this book, go to pioneervalleybooks.com/pawprints.