Lesson: Pumpkin, Pumpkin                  Length: 30-40 minutes

Age or Grade Intended: Grade 1

Academic Standards: 1.1.7 Create and state a series of rhyming words. (language arts)
                     1.1.14 Read common word patterns (-ite, -ate). (language arts)

Performance Objectives: Using magnetic letters, the students will create a set of 5 rhyming words using the –ump rime (lump, dump, hump, bump, pump, jump) when they are given the –ump rime on a magnetic board with 100% accuracy.

The students will read the rhyme words they created with the common word pattern of –ump as a class with 100% accuracy.

Advanced Preparation by Teacher: Get the book Pumpkin, Pumpkin, laminate 7 pieces of orange construction paper and attach adhesive magnetic sheets for photos to them, use a die cutter to cut out pumpkins. On five of the pumpkins write __ump, and on the last pumpkin write __ump__ __. Get magnetic letters: b, p, p, d, h, l, d, k, i, n, j. Create a poster with the song words on it.

Procedure:

Introduction/Motivation: Remind students about chunk words, and tell them they are going to learn a new chunk today so they will be able to read many more words! Do some prereading with the book Pumpkin, Pumpkin: look at the cover, predict, and brainstorm what they already know about pumpkins.

Step by Step Instruction:

1. Read the book to the class.
2. Show the students the magnetic pumpkins and the letters.
3. Name each magnetic letter using student volunteers, and then name each one together as a class.
4. Review the sound each of the letters makes.
5. Display the pumpkins where they can see them and name the letters u, m, and p on the pumpkins.
6. Tell them that the letters u, m, and p, say ump.
7. Have them practice saying ump together.
8. Let the students come up one at a time and try to use a letter to make a word. Read each combination to see if it sounds right or makes a word.
9. Clap and chant the spelling of each word as it is completed.
10. Continue until you have completed all but the last pumpkin.
11. Let the students try to guess what word the left over letters make, and let them experiment to see if they made a real word.
12. Continue until someone correctly spells pumpkin.
13. Celebrate the correct spelling with the class.
14. Read all of the words created by the –ump chunk together, and have each student turn to a partner and read the words to them as well.
15. Teach the children the pumpkin song, sang to the tune of “I’m a little teapot” and chant the spelling at the end:
   I’m a little pumpkin fat and round
   Growing in a cornfield on the ground
   I’ll be a jack o’lantern with two big eyes
   Or maybe I’ll be baked into some pies!
   P-U-M-P-K-I-N! (charted)

**Closure:** Practice the –ump chunk again as a class. Tell them that the –ump words rime with “jump” if they ever forget. Invite the students to stand up beside their desk. Say words to the class. If the words have the –ump chunk in them, then the students have to jump (because jump has the –ump chunk to help them remember). Celebrate the hard work everyone did.

**Adaptations/Enrichments:**

*Adaptations:* The content does not need to be adapted, but several adaptations could be made to help students with special needs. Call on the students when they know a letter or letter sound to build confidence, and do not call them out if they are not volunteering. Have them sit near the front of the group, and the teacher should position herself close to the student to help with attention problems.

*Enrichments:* Gifted students could help the teacher create a list of –ump words to use in the jump game for the next time they practice. They could create a list of words to be added to the –ump reading center after the pumpkins are added as a reading center.

**Self-Reflection:** I will know that the lesson has been successful by watching the students. If they are volunteering regularly and coming up with the correct –ump words, then they probably understand. Also, I will watch them during the game to see who is jumping right away for the –ump words. I will look to see if the students seem to enjoy the activity, and I will later use the word “jump” or “pumpkin” as an anchor word to see if they remember.

**Bloom’s Taxonomy Questions:**

*Introduction Questions:*
1. What do you think the cover of this book tells us about the story? (evaluation)
2. What do you know about pumpkins already? (knowledge)

*Activity Questions:*
1. What letter is this? (knowledge)
2. What sound does it make? (knowledge)
3. How would you use these letters here to make a new word with –ump? (application)
4. What word do you think this last pumpkin will make? (analysis)
Multiple Intelligences:

1. Verbal/Linguistic learners will benefit from the chanting and the creation of words, as well as the discussion, listening to the book, and choral answers.
2. Interpersonal learners may like it better when they read the words to a partner.
3. Musical learners will benefit from the chanting and the song.
4. Bodily Kinesthetic learners will probably be helped by the closing activity with the jumping, helping them remember “jump” as an anchor word because they did it while moving.