

# 2nd Grade Lesson Plan

Teacher Name: Tirré Logston

Subject: STEM (Science, ELA)

Date: Sept 29th - Oct 3rd

## LESSON: Pumpkin Jack Story & Life Cycle

### State Standards:

ELA RL.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELA W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Science 2-LS4-1

Make observations of plants and animals to compare the diversity of life in different habitats.

### I can/Learning Target:

- I can ask and answer questions to show I understand Pumpkin Jack.
- I can explain the life cycle of a pumpkin.
- I can write and share one fact I learned about pumpkins.

### Lesson structure:

#### Warm Up:

Show students two pumpkins placed in clear containers. One pumpkin should be carved and placed on soil, and the other should be uncarved and placed on soil. Explain that the containers will stay closed so the class can watch changes over time. Ask students what they think will happen to each pumpkin. Gather their predictions on the board and encourage them to use words like rot, decompose, or change. Tell them they will revisit their predictions after the story.

#### I do:

Read Pumpkin Jack aloud to the class. Pause to ask questions about what is happening to the pumpkin in the story and model curiosity about the changes. When the story is finished, return to the real pumpkins in the containers. Ask again what they think will happen to each one now that they know more about pumpkin life cycles. Discuss whether their predictions have changed after hearing the story.

#### We do:

Model the pumpkin life cycle on the board: seed → sprout → vine → flower → pumpkin. At each stage, describe what is happening and invite students to share what they notice. Together, discuss the main transitions between stages and connect them back to what happened in the story.

#### You do:

Students will create their own life cycle chart on paper by drawing and labeling the stages in order: seed, sprout, vine, flower, pumpkin. After completing their life cycle chart, students will write a short reflection using the sentence starter: "I learned that a pumpkin..." Encourage them to include at least one vocabulary word such as seed, sprout, vine, blossom, pulp, rind, or cycle.

#### Wrap-Up:

- Review the life cycle together. Revisit the predictions about the pumpkins.
- Reminding students that the pumpkins will stay in the containers and be observed over time.

### Learner Readiness: (I know/I need to know - including vocabulary)

Students have prior knowledge of plants and seasons.  
They are familiar with asking and answering story questions and have practiced writing short responses.

- seed
- sprout
- vine
- blossom
- pulp
- rind
- stem
- cycle

### Materials:

- Pumpkin Jack book
- One carved pumpkin in a sealed container with soil
- One uncarved pumpkin in a sealed container with soil
- Smart Board
- Student paper for life cycle charts
- Crayons
- Pencils

### Differentiation:

- Provide visual supports such as picture word cards and sentence frames for writing
- Allow pair-share before answering aloud.
- Provide a partially completed life cycle diagram they can finish.
- Check in during writing and offer word banks for support.

### Enrichment:

Encourage writing two or more sentences that include details about decomposition or compare the carved pumpkin to the uncarved pumpkin. Challenge them to add extra vocabulary words to their life cycle charts.

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## Lesson Steps:

### 0-5 minutes | Warm Up

- Show students the two pumpkins in closed containers (one carved, one uncarved).
- Explain that the class will watch what happens to the pumpkins over time.
- Ask: "What do you think will happen to each pumpkin?"
- Record predictions on the board. Encourage vocabulary like rot, decompose, change.

### 5-15 minutes | I Do (Read Aloud & Discussion)

- Read Pumpkin Jack aloud.
- Pause at key moments to ask comprehension questions.
- When the story ends, return to the real pumpkins.
- Ask students: "What do you think will happen now?" Compare new predictions to the ones made before the story.

### 15-20 minutes | We Do (Life Cycle Modeling)

- Model the pumpkin life cycle on the Smart Board: seed → sprout → vine → flower → pumpkin.
- Pause after each stage to describe what happens.
- Invite student observations and connect them to the story.

### 20-27 minutes | You Do (Student Work)

- Students draw and label the pumpkin life cycle on their own paper.
- After finishing, students write one sentence starting with "I learned that a pumpkin..."
- Teacher circulates to support, prompting students to use vocabulary.

### 27-30 minutes | Wrap Up

- Review the life cycle together on the Smart Board.
- Revisit the carved and uncarved pumpkins: "Do you think your predictions will come true?"
- Ask guiding questions:
  - What surprised you about pumpkins?
  - How does a pumpkin change as it grows?
  - Why do plants have life cycles?
- Close by reminding students that they will keep observing the pumpkins in the days ahead.

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## Rubric:

- 3: Student completes life cycle chart correctly and writes a complete fact about pumpkins.
- 2: Student completes most of the chart and writes a partial fact.
- 1: Student attempts the activity but with limited accuracy or detail.

## Assessment:

### Formative:

Observe student predictions, discussion participation, and accuracy of their life cycle charts.

### Summative:

Collect and review quick writes for understanding of pumpkin facts and life cycle stages.

## Wrap Up:

- Review the pumpkin life cycle displayed on the board and ask a few guiding questions:
  - What surprised you about pumpkins?
  - How does a pumpkin change as it grows?
  - Why is it important to know about a plant's life cycle?
- Remind students that the class will continue to observe the two pumpkins over time and compare what actually happens with their predictions.

## Reflection:

Name \_\_\_\_\_

# My Pumpkin Life Cycle



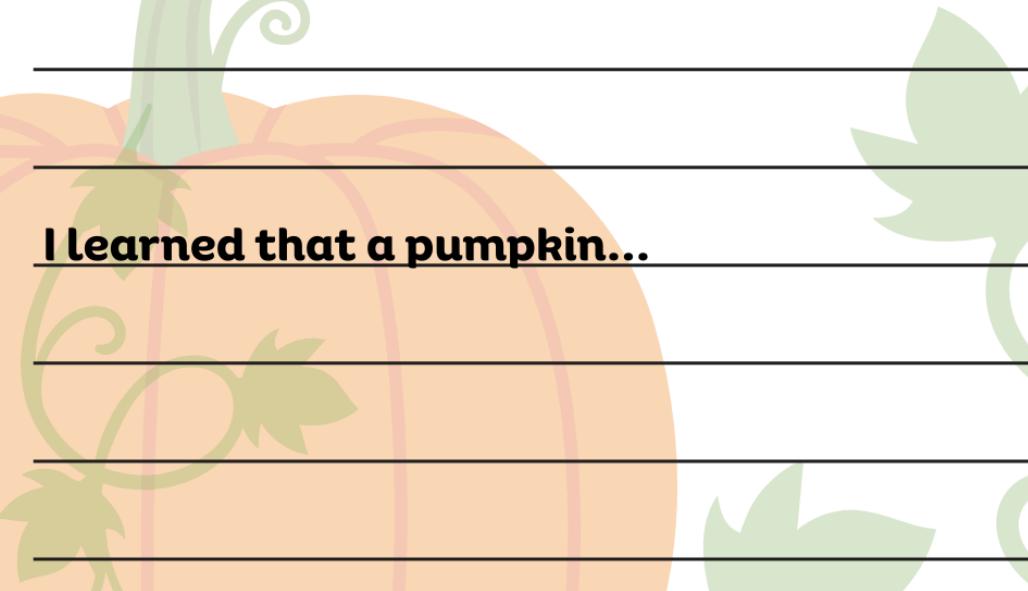
I predict that Pumpkin Jack will...



## Word Bank

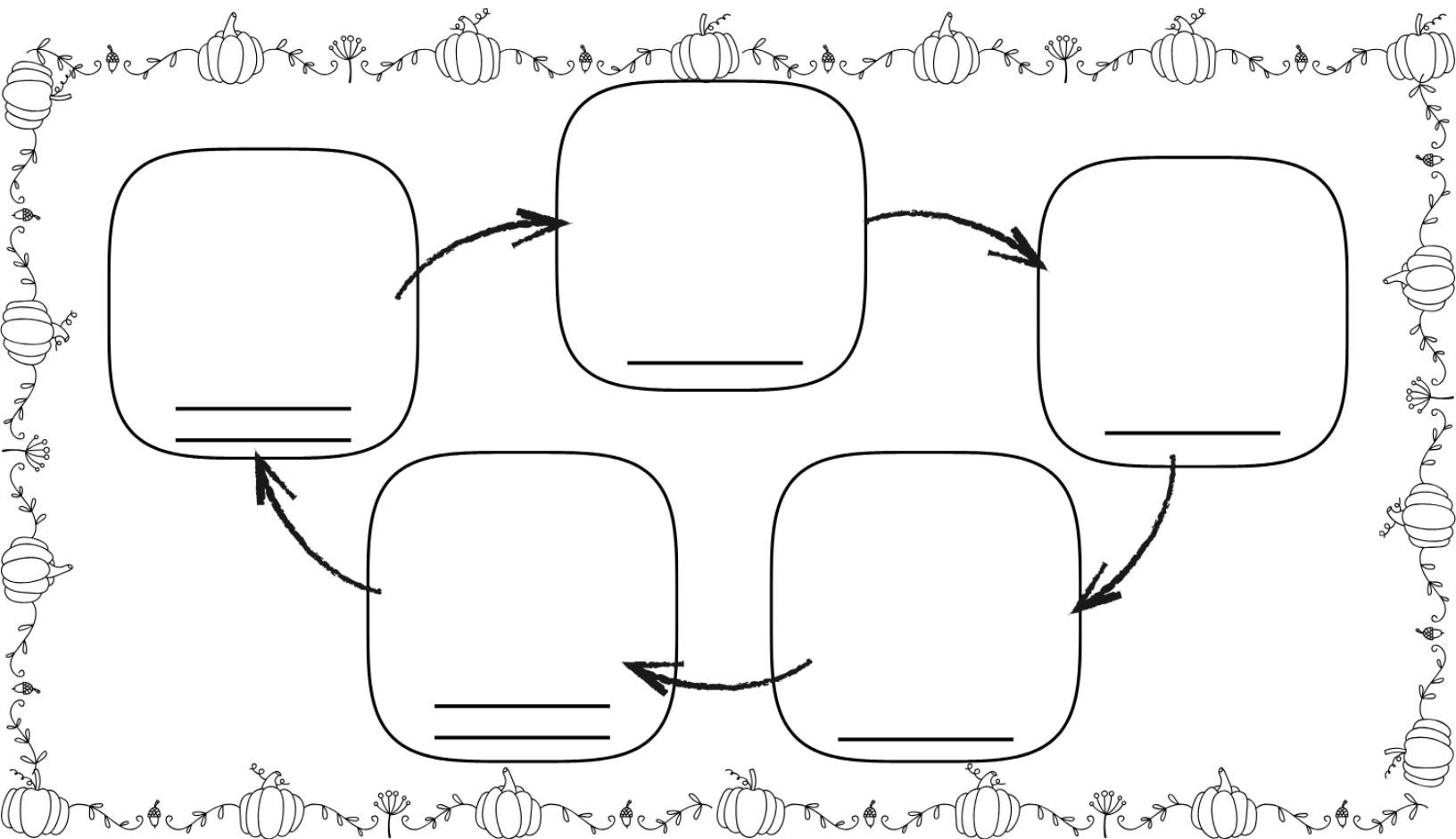
Seed	Life cycle
Soil	Sprout
Sun	Bud
Water	Fruit
Grow	Pumpkin
Leaf	Harvest
Root	Change
Stem	Grow
Flower	Plant
Vine	Pick

I learned that a pumpkin...



Name \_\_\_\_\_

# My Pumpkin Life Cycle



## Word Bank

**Flowering Vine**

**Sprout**

**Seed**      **Orange Pumpkin**

**Green Pumpkin**

Name



P is for Pumpkin