

October 2005

Extra! Extra! Read All About It @your Library! Feature Story

Section (Subject):

Language Arts, Science, Math

Beat (Grade Level): First

Norman Public Schools

<http://www.norman.k12.ok.us>

Norman, Oklahoma

The Enormous Potato by Aubrey Davis and illustrated by Susan Petricic

Sharon L. Ibach

Cleveland Elementary

Story (Procedures):

- Before reading the story, show the students the cover of the book and discuss what this new story might be about. Ask what type of vegetable is in the picture? Using what they know and clues, let the students figure out the title.
- Ask what does enormous mean? Demonstrate the size with hands and arms. Show them a real potato and other edible roots that you can't see, as they grow underground such as a carrot, radish, beet, and turnip. Discuss the growth sequence of a potato using words such as vine, flowers, tubers, harvest, and plow.
- Introduce the author and illustrator through song. Ask what letter does the author's last name begin with? Review the title. Ask what letter does potato begin with? Brainstorm other foods that are made from potatoes and write them on the board. Then ask the children to "read" the list together with you.
- Ask what would it be like to remove an enormous potato from the ground? Take a picture walk to see who helps (the characters) and how they are able to get the enormous potato from the ground. Stop the picture walk when the beetle appears. Predict what the characters might do with the enormous potato if they do remove it from the ground.
- Read aloud for enjoyment.
- Discuss whether the story is fact (true) or fiction. Ask what did the characters learn from this experience such as teamwork, everyone making a difference, etc.
- Chart a list of the characters from the story. Ask what do you notice about the size of each character as the story progresses?
- Role-play the story with one child who is the potato (child sits in a chair holding on tightly to the seat) and others to be the farmer, wife, daughter dog, cat and mouse. Use props such as hats, animal ears, scarves, etc.
- Children will contribute a page to a class book "What is Enormous?" using the sentence frame: 'A _____ is enormous.' Then let students illustrate. Bind the book and place in the library.

As an extension, read The Enormous Turnip and use a Venn Diagram to compare and contrast it with The Enormous Potato.

<p>Headline (Goals):</p> <p>The students will be able to retell the story through role-playing.</p> <p>The students will make a class book to display in the library.</p>	<p>Sidebar (PASS Skills and Information Power Skills):</p> <p>PASS Std. 7 & 8 Reading & Literature AASL Std. 1: The student who is information literate accesses information efficiently and effectively.</p> <ul style="list-style-type: none"> • Distinguish between fact and fiction • Describes the role of the author and illustrator. • Books in the “E” section are alphabetized by author’s last name. <p>PASS Std. 6 Reading & Literature PASS Std. 1, 2, & 3 Oral Language/ Listening Standard 2: The student who is information literate uses information accurately and creatively.</p> <ul style="list-style-type: none"> • Retell a story • Record information with the teacher’s guidance. • Express ideas clearly <p>PASS Std. 1 & 2 Visual Literacy Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.</p> <ul style="list-style-type: none"> • Interpret a story from illustrations. • Create a picture to record what has been learned. • Respond to literature creatively through drama <p>PASS Std. 1, 2, & 3 Oral Language / Listening Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.</p> <ul style="list-style-type: none"> • Contributes to class discussion • Express ideas clearly <p>Science Process & Inquiry Std. 1, 2, 3, & 4 Mathematics Number Sense Std. 2</p>
<p>Survey (Evaluation):</p> <p>Did the students interact with material presented during story time?</p> <p>Were students able to recall the sequence of characters?</p> <p>Did each student contribute a class booklet and demonstrate an understanding of the vocabulary?</p>	