

Here's What You'll Get in the Big Pumpkin Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Connections Lesson Plan

Making Connections
By: Erica Silverman
Grade Level: 1 / Guided Reading Level: 1

1
Get Ready To Read
✓ Learn about the book.
✓ Get your brain ready to read.
✓ Understand the meaning of important words found in the book.

Summary
Big Pumpkin tells the story of a witch with a problem... the witch wanted to make pumpkin pie for Halloween... So she planted a pumpkin seed and grew the biggest pumpkin ever... But when it was time to put her pumpkin from the vine, the witch couldn't get the pumpkin to budge. The pumpkin was so big that even her friends, the mummy and the vampire couldn't get it off the vine. Luckily, the witch's problem was solved when a small friend with a big idea came to her rescue!

Link to What You Know
→ How do you celebrate Halloween?
→ What are some things you can do with a pumpkin?

Important Words to Know and Understand
Vine - A plant that has very long stems and that grows above the ground or up and around something.
Weeded - To have (removed unwanted plants) from an area of land.

2
Learn About Comprehension Strategies
✓ Think about the text you read.
✓ When you get confused.

Why Readers Make Connections While Reading
Readers make connections to better understand a text. There are three types of connections that readers make.
The first type of connection is a **text-to-self** connection. When readers make a **text-to-self** connection, they compare the characters or events in the book to their own lives.
The second type of connection readers make is a **text-to-text** connection. When readers make a **text-to-text** connection, they compare the characters and events in a book to another book that they have read.
The third type of connection readers make is a **text-to-world** connection. When readers make a **text-to-world** connection, they compare the characters and events in the book to something that has happened in the real world.

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Guided Reading Level

Activate Prior Knowledge

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3
Make Connections While Reading
✓ Does this book remind you of your own life?
✓ Does this book remind you of other books you've read?
✓ Remind you of things you've heard about in the world?

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice page.
Page 1 - Make a **text-to-self** connection. Tell about a time when you planted something. How did you feel as you waited for it to grow?
Page 7 - Make a **text-to-self** connection. Tell about a time when someone helped you. Did you feel the same or different as the witch? How does your connection help you as a reader?
Page 14 - Make a **text-to-text** connection. Tell about another text that has repeating words like "But they thought about pumpkin pie and stepped aside". Do you like repetitive texts?
Pages 21 and 22 - These pages show an example of teamwork. Make a **text-to-text** connection between the characters in this book and another text about teamwork.
Page 29 - The witch is already planning for next year. Make a **text-to-world** connection between the characters in this book and something that people plan for every year. How does your connection help you as a reader?

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

Time to Reflect
Think - When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you'll be able to understand even more. What did you already know about **Big Pumpkin**? How did your prior knowledge help you as a reader?
Talk - Tell your reading partner about the type of connection that you made most often while reading. Explain why your connection helped you. Remember to ask your partner to share their thoughts about the book too.
Reflect - Think about the connections that you made while reading **The Kissing Hand**. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?
Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **Big Pumpkin**. (Remember to include examples from this book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

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Asking Questions

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Retelling and Summarizing

Answer Key for Making Connections with Big Pumpkin

Your Turn to Practice Making Connections with Big Pumpkin

Page 1: Make a **text-to-self** connection. Tell about a time when you planted something. How did you feel as you waited for it to grow?

Answer Key for Retelling and Summarizing with Big Pumpkin

Your Turn to Practice Retelling and Summarizing with Big Pumpkin

Page 1: The witch has a problem. What is her problem?

Answer Key for Asking Questions with Big Pumpkin

Your Turn to Practice Asking Questions with Big Pumpkin

Pages 3 and 4: Look at the picture of the pumpkin. What are you wondering about the pumpkin?

Answer Key for Making Predictions with Big Pumpkin

Your Turn to Practice Making Predictions with Big Pumpkin

Pages 15 and 16: The witch and her friends are trying to get the pumpkin off the vine. What are you wondering about them?

Answer Key for Making Inferences with Big Pumpkin

Your Turn to Practice Making Inferences with Big Pumpkin

Pages 15 and 16: Look at the pictures on these pages. Look at the vines, the ghost, and the witch's faces. What can you infer they are thinking?

Pages 17 and 20: Look at the pictures on these pages. The vampire, the ghost, the mummy, and the witch are laughing at the witch. Make an inference about why they are laughing.

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

The diagram illustrates the relationship between CCSS-aligned and Common Core Free options for reading response prompts. It features a large graphic organizer on the left, a stack of smaller ones in the center, and a single one on the right.

Graphic Organizer (Left): This organizer is titled "Big Pumpkin: Retelling and Summarizing" and contains three identical sections. Each section includes the text: "The bat's idea was the solution to the problem. What was the bat's idea?" and a checkbox labeled "I can ask and answer questions about the important details in the stories I read." with the CCSS standard "CCSS: RL.1.1" below it. A red arrow points from the "I Can" Statement label to the checkbox. Another red arrow points from the "Strategy and Text Based Reader's Response Prompt" label to the text prompt. A third red arrow points from the "Common Core State Standard" label to the CCSS standard.

Stack of Graphic Organizers (Center): A stack of five graphic organizers, each titled "Big Pumpkin: Making Connections" or "Big Pumpkin: Asking Questions". A red arrow points from the "Common Core Free Option" label to the stack.

Single Graphic Organizer (Right): This organizer is titled "Big Pumpkin: Retelling and Summarizing" and contains four identical sections. Each section includes the text: "The bat's idea was the solution to the problem. What was the bat's idea?". A red arrow points from the "Common Core Free Option" label to this organizer.

Labels and Arrows:

- "I Can" Statement:** Points to the checkbox in the CCSS-aligned organizer.
- Strategy and Text Based Reader's Response Prompt:** Points to the text prompt in the CCSS-aligned organizer.
- Common Core State Standard:** Points to the CCSS standard in the CCSS-aligned organizer.
- Common Core Free Option:** Points to the stack of graphic organizers and the single graphic organizer on the right.

5 Comprehension Strategy Graphic Organizers

Making Predictions

Title: _____

I predict ... _____

My prediction was _____

☐ Correct ☐ Incorrect

I know because _____

Here is a picture about my prediction: _____

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Predictions

Retelling and Summarizing

Title: _____

What is this book about? _____

Draw a picture or write a sentence for each box below:

First	Next
Then	Last

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
_____	_____	_____

Draw a picture to illustrate your inference: _____

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

Asking Questions

Title: _____

Question	Answer
_____	_____
_____	_____
_____	_____

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

Making Connections

Title: _____

Think about the book. What does the book remind you of? _____

What type of connection did you make?
☐ Text-to-Self ☐ Text-to-Text ☐ Text-to-World

Draw a picture of your connection in the box below: _____


Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

Vocabulary Connections Resources




Important Words to Know and Understand in Big Pumpkin Word List

Vocabulary Connections	Big Pumpkin By Erica S. Newman Grade Level: 3 Guided Reading Level: J
Important Words to Know and Understand in Big Pumpkin	
Boasted To have expressed too much pride in yourself or in something you have or have done	
Drat A word used to show that you are annoyed or disappointed	
Ghost The spirit of a person who has died, which shows itself to living people	
Mummy A dead body that has been preserved with special chemicals and wrapped in cloth	
Seed A hard shell that holds the baby plant	
Sprout To grow and develop leaves and buds	
Vampire A make-believe monster that comes out at night to drink the blood of humans	
Vine A plant that has very long stems and that grows along the ground or up and around something	
Weeded To have removed unwanted plants from an area of land	
Witch A woman who is believed to have magic powers	

Big Pumpkin
By Erica Silverman

Vocabulary Connections

Circle the word in the sentence that is connected to the word in the box.

Boasted	Drat	Ghost
		
Mummy	Seed	Sprout
		

Picture Vocabulary Sorting Cards © [Paiges.com](http://www.Paiges.com)

Word and Picture Sorting Cards

Vocabulary Connections		Big Pumpkin By Linda Ward Beech
		Circle the letter in the word that is underlined.
Vampire	Vine	Weeded
A make-believe monster that comes out at night to drink the blood of humans.	A plant that has very long stems and that grows along the ground or up and around something.	To have removed unwanted plants from a field or land.
Witch		
A woman who is believed to have magic powers.		

Word and Definition Sorting Cards

[illegible]

Interactive Vocabulary Notebook Cards


Vocabulary Connections

Big Pumpkin

By Erica Silverman
 Grade Levels: 1 | Outdated Reading Level: 1

Big Pumpkin


By Erica Silverman



By Erica Silverman
 Grade Levels: 1 | Outdated Reading Level: 1

A new word I heard in this book is _____

Name: _____



1. I have heard this word in _____.

2. I have heard this word in _____.





3. I have heard this word in _____.

4. I have heard this word in _____.

Word Games

with Words from Big Pumpkin

Directions: Read the words and find the word in the picture. Then, color the picture.

 ghost book	 mist witch
 mummy monster	 grass sprout


Directions: Read the words and write inside the big pumpkin. Put the words in clockwise order.


- _____
- _____
- _____


Word Games

in Big Pumpkin


Directions: Read the words and find the word in the picture. Then, color the picture.


mist witch


grass sprout



Vine
Seed
Sprout



Vine
Seed
Sprout

Names: _____

©BookFog.com

3. Vine

Answer Key: ©BookFog.com

Word Games and Answer Key

Name: _____

Vocabulary Connections

Directions:
Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Name: _____

Connections

Use your reading that is new to you in the next column.

Below each word, write the sentence where the word appeared.

In the word means in the second column.

Write your definition, making some based on the context clues in the definition.

Write in the last column if the dictionary definition matches (yes) or doesn't match (no).

I Think the Word Means	Context Clues	Real Definition	
			<input checked="" type="checkbox"/>

Visualize

Draw a picture to illustrate the meaning of the word.

Connect to Your Life

When can you relate to this word? How?

Let's imagine it's a teacher's life.

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http://www.Scholastic.com

Vocabulary Word Extension Activities

[illegible]

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work

By: Erica Silverman
(Grade Level: 1 / Guided Reading Level: J)

Instructional Focus:
Inflectional Endings (-ed)

Background:
The inflectional ending -ed is added to the end of verbs to show that something has happened in the past. The -ed ending makes three sounds which sound should be used.

1. /ed/ This sound is used when the verb ends in a silent e.
2. /d/ When the final consonant of the verb is a voiceless consonant (p, t, k, f, s, sh, ch, x, z, c, qu), the /d/ sound is used.
3. /ɪd/ When the final consonant of the verb is a voiced consonant (b, g, m, n, l, r, v, w, y, j, g, z, c, qu), the /ɪd/ sound is used.

Examples:

/ed/	
/d/	
/ɪd/	

Materials and Preparation:

- A Copy of *Big Pumpkin*
- Chart Paper
- Markers
- Crayons
- Glue Sticks
- Sample Anchor Chart
- Sound Sort Activity
- Color Code Practice
- Optional-Word Detective

Word Work

By: Erica Silverman
(Grade Level: 1 / Guided Reading Level: J)

Step 1: Introduce the Focus of Word Work

Introduce the -ed Inflectional Ending

- Explain that the letters "ed" can be added to the end of verbs to show that the action happened in the past.
- Direct students' attention to the prepared anchor chart.
- Remind students that a verb is a word that shows action.
- Invite students to brainstorm some verbs with a partner.
- Ask partners to share some of the verbs they brainstormed. List the verbs as examples on the anchor chart.
- Next, explain that the letters "ed" can make three different sounds: "ed", "d", and "ɪd".
- Choose a verb from the list of brainstormed examples. Say the word aloud. Add the "ed" sound to the end of the word.
- Tell students which sound was created by adding the "ed" sound to the end of the verb. Write the word in the correct column on the anchor chart.
- Continue adding the "ed" sound to the brainstormed verbs, writing each verb in the correct column. (If one of the columns is empty, choose a word for the sample anchor chart to use as a model.)

Step 2: Connect Word Work to Reading

Inflectional Ending -ed Words in the Text

- Tell the students that the book they will be reading today has a lot of verbs that end with the letters "ed".
- Show them pages 7 and 8 of *Big Pumpkin*.
- Tell the students to listen carefully and look at the words while you read. Ask the students to put up a thumb when they see or hear a word that ends in "ed".
- After reading, ask students to identify the verbs that end in "ed" in the text. (picked (ɪd), boasted (boʊstɪd), stepped (stɛpɪd)). Add the words to the anchor chart.
- Tell students that you are going to read the book once from beginning to end. Alternatively, depending on time and attention, read just some of the pages.
- Invite students to listen for the words that end in "ed".

Examples of words ending with the inflectional ending -ed found in the text:

- /ed/: boasted, laughed, shouted, hummed, needed, watered
- /d/: pulled, fugged, bounced
- /ɪd/: kicked, stepped, looked, watched

Word Work Lesson Plan | ©BookPages.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Word Work

By: Erica Silverman
(Grade Level: 1 / Guided Reading Level: J)

Step 3: Guided Word Work Practice

Interactive Exploration

- Group students into partners or groups of 3.
- Provide each student with a glue stick and set of sorting cards and a springmat (allow students to cut apart the cards or provide them with a set of pre-cut cards).
- Read the words on the cards together.
- Direct students to read the words on the cards to a partner.
- Model how to sort one or two of the three cards into the correct column based on the sound the letters "ed" make at the end of the word.
- Instruct students to say each word aloud and sort their word cards into the correct column.
- Ask students to check each other's work before gluing their word cards into the correct column.

Step 4: Independent Word Work Practice

Practice Page

- Provide each student with a copy of *ed Color Code*.
- Ask students to take out 3 crayons.
- Instruct students to create their own color code by coloring each of the three "ed" pumpkins a different color.
- Ask students to complete the practice page, coloring each word in the grid according to their color code.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for -ed words in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the *Word Detective worksheet*.

Word Work Lesson Plan | ©BookPages.com

Interactive Activity

Sound Sort Interactive Activity

Directions: Cut out the word cards. Read the word on each card. Listen to the sound the letter "ed" make at the end of each word. Then sort the words into the correct column on your sorting mat.

crossed	saved	waited
loved	started	walked
needed	fished	pulled
shouted	washed	stopped

Guided Word Work Practice | ©BookPages.com

Independent Practice Page

Color Code Word Work Practice Page

Directions: Color each of the pumpkins below a different color. Then read each word in the grid. Color each word in the grid to match the sound the "ed" makes at the end of the word.

folded	crossed	saved	waited
fixed	loved	started	walked
jumped	needed	fished	pulled
tried	shouted	washed	stopped

Independent Word Work Practice | ©BookPages.com

Extension Activity

Word Detective: Words that end in "ed"

Extension Activity

Directions: Be a word detective! Be on the lookout for words that end in "ed" while you read. Write the word that you are looking for in the box. Write the book title, page, and sentence in the spaces below.

Word	Book Title	Page	Sentence

Independent Word Work Practice | ©BookPages.com

Assessments

Running Record					
Title: Big Pumpkin		Guided Reading Text Level: J		Word Count: 100	
Name: _____ Date: _____					
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____					
<div> <div>Easy 95% - 100% Accuracy</div> <div>Instructional 90% - 94% Accuracy</div> <div>Hard 80% - 89% Accuracy</div> </div>					
E = Error SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				COUNT	
				E	SC
				E	SC
				MSV	MSV
				MSV	MSV
Page					
1	Once there was a witch who wanted to make pumpkin pie. So she planted a pumpkin seed. She weeded and watered, and after a while a sprout poked through. And then a pumpkin grew. And it grew. And it grew. And then it grew some more.				
3	Soon Halloween was just hours away. The witch thought about pumpkin pie and bent down to take her pumpkin off the vine.				
Tested By: _____ ©BookPagez.com					

Running Record Assessment

Big Pumpkin CCSS Assessment		Name: _____
		Score: / 9
Directions: Use what you know about <i>Big Pumpkin</i> to answer each of the following questions.		
1. Why did the witch plant a pumpkin seed? <input type="radio"/> A She liked pumpkins. <input type="radio"/> B She wanted to make pumpkin pie. <input type="radio"/> C She wanted to carve a pumpkin for Halloween. <input type="radio"/> D She loved to garden.		
2. What lesson did the witch and her friends learn? <input type="radio"/> A Teamwork solves problems. <input type="radio"/> B You have to be big and strong to solve problems. <input type="radio"/> C You should give up when you have a problem. <input type="radio"/> D Friends should not solve problems for you.		
3. When did most of this story take place? <input type="radio"/> A On the first day of October. <input type="radio"/> B On Halloween morning. <input type="radio"/> C On Halloween night. <input type="radio"/> D On the first day of November.		
4. Which of the following words used in the story best describes the witch? <input type="radio"/> A Boasted <input type="radio"/> B Whoosh <input type="radio"/> C Snap <input type="radio"/> D Draf		
5. Which of these is a clue that this story is fiction? (RL.1.5) <input type="radio"/> A There is a bat in the story. <input type="radio"/> B There is a pumpkin in the story. <input checked="" type="radio"/> C There is a talking mummy in the story. <input type="radio"/> D It's Halloween.		
6. Who is telling the story <i>Big Pumpkin</i>? (RL.1.6) <input type="radio"/> A The witch. <input checked="" type="radio"/> B A narrator. <input type="radio"/> C The bat. <input type="radio"/> D The vampire.		
7. How do the pictures tell what time of day the story <i>Big Pumpkin</i> takes place? (RL.1.7) <input type="radio"/> A The sun is shining in the pictures. <input checked="" type="radio"/> B The sky is dark in the pictures. <input type="radio"/> C There is a picture of clock telling what time of day it is. <input type="radio"/> D There aren't any picture clues telling what time of day it is.		
8. How were the witch, the ghost, the vampire, and the mummy the same in the story? (RL.1.8) <input type="radio"/> A They all gave up when the pumpkin didn't budge. <input type="radio"/> B They all disliked Halloween. <input type="radio"/> C They all wanted to eat candy. <input checked="" type="radio"/> D They all wanted to pull the pumpkin from the vine.		
9. Why did the characters have a party at the end of the story? (RL.1.9) <input type="radio"/> A To celebrate fall. <input type="radio"/> B To celebrate the witch's birthday. <input checked="" type="radio"/> C To celebrate Halloween. <input type="radio"/> D To celebrate the moon.		
CCSS Assessment 1st Grade Reading Standards for Literature BookPagez.com		

Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)

Answer Key


Extension Activity

Name: _____ Date: _____

Directions:
In the book *Big Pumpkin*, the witch and her friends work hard to get the pumpkin off the vine. Now it's time to make your own *Big Pumpkin* book!

- Read each of the story cards.
- Color the cards and cut them out.
- Put the cards in order.
- Write the page number on each story card.
- Staple the story cards together to make your own *Big Pumpkin* book.

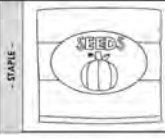
STAPLE -



The witch, the ghost, the vampire, the mummy, and the bat pulled the pumpkin from the vine!

To: _____


STAPLE -



The witch wanted pumpkin pie, so she planted a pumpkin seed.

To: _____

STAPLE -



The pumpkin grew and grew into a BIG pumpkin.

To: _____

Extension Activity | ©BookFrogz.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation			
Big Pumpkin Lesson Plan, Resources, and Activities			
The lesson plans, resources, and activities for use with <i>Big Pumpkin</i> correlate with the following English Language Arts Common Core State Standards for first grade.			
Reading: Literature			
RL.1.1 Ask and answer questions about key details in text. RL.1.4 Identify words and phrases in stories or dramas that explain feeling or actions. RL.1.9 Compare and contrast the characters and experiences of characters in stories. RL.1.10 With prompting and support, read books and stories of appropriate complexity for grade 1.			
Reading: Foundational Skills			
RF.1.1 Demonstrate understanding of the organization of basic features of text. RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. RF.1.4 With prompt and support from adults, recall information from experiences or gather information from provided sources to answer a question. RF.1.5 With prompting and support, use a range of general and specific strategies to read and comprehend informational text, including text with varied media and formats. RF.1.6 With prompting and support, use a range of general and specific strategies to read and comprehend literary texts. RF.1.7 With prompting and support, use a range of general and specific strategies to read and comprehend text. RF.1.8 With prompting and support, use a range of general and specific strategies to read and comprehend text. RF.1.9 With prompting and support, use a range of general and specific strategies to read and comprehend text. RF.1.10 With prompting and support, use a range of general and specific strategies to read and comprehend text.			
Big Pumpkin CCS Alignment ©BookFrogz.com			
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Big Pumpkin CCS Alignment ©BookFrogz.com			

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation	
Big Pumpkin Lesson Plan, Resources, and Activities	
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Big Pumpkin CCS Alignment ©BookFrogz.com	
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Big Pumpkin CCS Alignment ©BookFrogz.com	

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Big Pumpkin Super Pack

5 Comprehension Strategy Practice Pages

Asking Questions Practice Page

Tu turno para practicar Hacer preguntas con Calabaza Grande (Big Pumpkin)

Páginas 3 y 4:
Mira la foto de la calabaza. ¿Qué te preguntas sobre la calabaza?

Páginas 9 y 10:
El fantasma está tratando de quitar la calabaza de la vid. ¿Crees que el fantasma es lo suficientemente fuerte como para recoger la calabaza?

¿Qué te preguntas sobre el fantasma?

Páginas 15 y 16:
La bruja y sus amigos intentan arrancarla calabaza de la vid. ¿Qué te preguntas acerca de ellos?

¿Cómo le ayudará la respuesta a su pregunta como lector?

Nombre: _____

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Page by Page Guided Questions

Sample answers
written in Spanish

Answer Key

Hacer preguntas con Calabaza Grande (Big Pumpkin)

Páginas 3 y 4:
Mira la foto de la calabaza. ¿Qué te preguntas sobre la calabaza?
Las respuestas varían. Podrían incluir: Me pregunto cómo se hizo tan grande la calabaza.

Páginas 9 y 10:
El fantasma está tratando de quitar la calabaza de la vid. ¿Crees que el fantasma es lo suficientemente fuerte como para recoger la calabaza?
Las respuestas varían. Podrían incluir: No, no creo que el fantasma sea lo suficientemente grande como para recoger la calabaza.
¿Qué te preguntas sobre el fantasma?
Me pregunto cómo se está agarrando el fantasma a la calabaza. Pensé que los fantasmas eran transparentes.

Páginas 15 y 16:
La bruja y sus amigos intentan arrancarla calabaza de la vid. ¿Qué te preguntas acerca de ellos?
Las respuestas varían. Podrían incluir: Me pregunto cuál de ellos podrá recoger la calabaza.
¿Cómo le ayudará la respuesta a su pregunta como lector?
La respuesta a mi pregunta me ayudará como lector porque me dirá qué amigo resolvió el problema de la bruja.

Nombre: _____

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Hacer conexiones con Calabaza Grande (Big Pumpkin)

Página 14:
Haz una conexión repetidas veces.
Las respuestas varían.
¿Te gustan los textos repetitivos?

Páginas 21:
Estas páginas muestran un elemento repetitivo.
Las respuestas varían.
¿Cómo te ayuda la conexión a entender el texto?

Página 29:
La bruja ya está planeando para el mundo contando sobre algunos personajes.
Las respuestas varían.
¿Cómo te ayuda la conexión a entender el texto?

Nombre: _____

Making
Connections

Tu turno para practicar Hacer conexiones con Calabaza Grande (Big Pumpkin)

Página 14:
Haz una conexión repetidas veces.
Las respuestas varían.
¿Te gustan los textos repetitivos?

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Estas páginas muestran un elemento repetitivo.
Las respuestas varían.
¿Cómo te ayuda la conexión a entender el texto?

Página 29:
La bruja ya está planeando para el mundo contando sobre algunos personajes.
Las respuestas varían.
¿Cómo te ayuda la conexión a entender el texto?

Nombre: _____

Making
Inferences

Hacer predicciones con Calabaza Grande (Big Pumpkin)

Página 21:
Haz una predicción.
Las respuestas varían.
¿Por qué o por qué no?

Páginas 21 y 22:
Haz una predicción. ¿Crees que la idea del murciélago es buena o mala?

Páginas 25 y 26:
La calabaza se partió de la vid. ¿Crees que la bruja la calabaza ahora?

Nombre: _____

Making
Predictions

Volver a contar y resumir con Calabaza Grande (Big Pumpkin)

Página 6:
La bruja tiene un problema. ¿Cuál es su problema?

Páginas 9 y 10:
Mira las imágenes de estas páginas y piense en lo que sabe hasta ahora. ¿Cuál es el escenario de este libro?

Páginas 15 y 16:
Mira las imágenes de estas páginas y piense en lo que sabe hasta ahora. ¿Cuál es el escenario de este libro?

Nombre: _____

Retelling and
Summarizing

Writing About Reading with Optional CCSS Alignment

Big Pumpkin (Calabaza Grande): Hacer preguntas

Este libro es ficción, lo que significa que es una fantasía.
¿Cómo puedes saber que este libro es ficción?

¿Qué pregunta tienes sobre uno de los personajes imaginarios del libro?

☐ Puedo notarla diferencia entre ficción y no ficción. CCSS: RL.1.5

Big Pumpkin (Calabaza Grande): Hacer preguntas

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Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPages.com

Strategy and Text Based
Reader's Response Prompt

Common Core State Standard

"I Can"
Statement
written in
Spanish

Common Core
Free Option

Big Pumpkin (Calabaza Grande): Hacer preguntas

Este libro es ficción, lo que significa que es una fantasía.
¿Cómo puedes saber que este libro es ficción?

¿Qué pregunta tienes sobre uno de los personajes imaginarios del libro?

Big Pumpkin (Calabaza Grande): Hacer preguntas

Este libro es ficción, lo que significa que es una fantasía.
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Big Pumpkin (Calabaza Grande): Hacer preguntas

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Big Pumpkin (Calabaza Grande): Hacer preguntas

Este libro es ficción, lo que significa que es una fantasía.
¿Cómo puedes saber que este libro es ficción?

¿Qué pregunta tienes sobre uno de los personajes imaginarios del libro?

Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPages.com

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Hacer preguntas

Titulo: _____

Múltiples para empezar una discusión

¿Cómo puedes saber...? ¿Cómo puedes saber...?

Me confunde cuando... Estoy seguro que... No estoy seguro que...

Pregunta	Respuesta

Indicaciones:

1. Contesta todas las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engancha en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPages.com

Asking
Questions

Hacer conexiones

Titulo: _____

Pasa en el libro. ¿En qué te hace pensar el libro?

¿Qué tipo de conexión hiciste?

☐ Text a mi mundo
☐ Texto a texto
☐ Texto al mundo

Haz un dibujo de tu conexión abajo.

Indicaciones:

1. Contesta preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engancha en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPages.com

Making
Connections

Hacer inferencias

Titulo: _____

Lo que dice el texto

Nombre una pista en el texto o imágenes.

Lo que yo sé

¿Qué sabes sobre la pista?

Lo que puedo inferir

Emociones, pensamiento, causas, escenario

Haz un dibujo para mostrar tu inferencia.

Indicaciones:

1. Contesta preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engancha en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPages.com

Making
Inferences

Hacer predicciones

Titulo: _____

Yo predigo...

¿De qué es este libro?

¿Es ficción o no ficción?

¿Mi predicción fue...?

☐ Correcto
☐ Incorrecto

Yo sé porque...

Aquí hay una foto sobre mi predicción:

Indicaciones:

1. Contesta preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engancha en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPages.com

Making
Predictions

Volver a contar y resumir

Titulo: _____

¿De qué es este libro?

¿Es ficción o no ficción?

Haz un dibujo y escribe una oración para cada cuadro abajo:

Personas	Lugar

Indicaciones:

1. Contesta todas las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engancha en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPages.com

Retelling and
Summarizing

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

En el libro **Calabaza Grande**, la bruja y sus amigos trabajan duro para sacar la calabaza de la vid. ¡Ahora es el momento de hacer tu propio libro **Calabaza Grande**! Lea cada una de las tarjetas de la historia.

- Colorea las tarjetas y recórtalas.
- Pon las cartas en orden.
- Escribe el número de página en cada tarjeta de historia.
- Engropa las tarjetas de cuentos para hacer su propio libro **Calabaza Grande**.

	¡La bruja, el fantasma, el vampiro, la momia y el murciélago sacaron la calabaza de la vid!	Pg. <input type="text"/>
	La bruja quería pastel de calabaza, así que plantó una semilla de calabaza.	Pg. <input type="text"/>
	La calabaza creció y se convirtió en una GRAN calabaza.	Pg. <input type="text"/>