

# Here's What You'll Get in the Pumpkin Heads! Super Pack

4 Comprehension Strategy Lesson Plans and Practice Pages

## Making Inferences Lesson Plan

**Making Inferences**  
Pumpkin Heads!  
By: Wendell Minor  
Grade Level: K / Guided Reading Level: D

**1**  
**Get Ready To Read**  
Learn about the book  
Get your brain ready to read  
Understand the meaning of *looking white* from the book

**2**  
**Learn About Comprehension Strategies**  
Think about the text you read  
Know what to do when you feel confused

**Summary**  
**Pumpkin Heads!** tells us all about pumpkins at Halloween. Some pumpkins like to dress up like witches and cowboys while other pumpkins enjoy peeking out of windows or greeting trick-or-treaters. Whether scary or friendly, every pumpkin has just one job to do - and that is to wish us all a happy Halloween!

**Link to What You Know**

- Why do you think people carve pumpkins? What makes you think so?
- How do you feel when you see pumpkins? Why?

**Important Words to Know and Understand**

**Peek** - To look at someone or something secretly especially from a hidden place

**Why Readers Make Inferences While Reading**  
When readers make inferences they behave like reading detectives.

Sometimes the author does not give you all of the information you need to understand everything that is happening in a text. Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines."

For example, if an author writes: "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know that a person's face turns red after making a mistake. It usually means that they feel embarrassed.

Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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Guided Reading Level

Activate Prior Knowledge

## Making Inferences Lesson Plan

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**3**  
**Make Inferences While Reading**  
Look for clues that tell you how a character might be feeling or what they might be thinking  
Think about the clues about the characters, setting, and events?

**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 in your notebook.

**Page 4** - Look at the pumpkin on this page and make an inference. What emotion is this pumpkin showing? How do you know?

**Pages 9 and 10** - These pages show a pumpkin peeking out of a window. Look at the pumpkin and make an inference. What kind of animal is the pumpkin supposed to be? How do you know?

**Pages 23 and 24** - This page says that the pumpkin is in a strange place. Look at the picture and make an inference. Why is this a strange place for a pumpkin?

**4**  
**Notice the Work You Did While Reading**  
Think  
Talk  
Reflect  
Write

**Think** - What types of inferences did you make while reading **Pumpkin Heads!**? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?

**Talk** - Tell your reading partner about the best inference you made while reading this book. Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

**Reflect** - Think about the extra information you learned while making inferences in **Pumpkin Heads!** What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?

**Write** - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Pumpkin Heads!** (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

**Making Connections**  
Pumpkin Heads!  
By: Wendell Minor  
Grade Level: K / Guided Reading Level: D

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

**2**  
**Learn About Comprehension Strategies**  
Think about the text you read  
Know what to do when you get confused

**Time to Read**  
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Talk  
Reflect  
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**Think** - What types of inferences did you make while reading **Pumpkin Heads!**? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?

**Talk** - Tell your reading partner about the best inference you made while reading this book. Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

**Reflect** - Think about the extra information you learned while making inferences in **Pumpkin Heads!** What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?

**Write** - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Pumpkin Heads!** (Remember to include examples from the book!)

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Making Connections

Retelling and Summarizing

**Visualizing**  
Pumpkin Heads!  
By: Wendell Minor  
Grade Level: K / Guided Reading Level: D

**1**  
**Get Ready To Read**  
Learn about the book  
Get your brain ready to read  
Understand the meaning of *looking white* from the book

**2**  
**Learn About Comprehension Strategies**  
Think about the text you read  
Know what to do when you get confused

**3**  
**Visualize While Reading**  
Notice the words that describe people, places, and events in the book  
Think about the clues about the characters, setting, and events in the book

**4**  
**Notice the Work You Did While Reading**  
Think  
Talk  
Reflect  
Write

**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 in your notebook.

**Page 4** - Look at the pumpkin on this page and make an inference. What emotion is this pumpkin showing? How do you know?

**Pages 9 and 10** - These pages show a pumpkin peeking out of a window. Look at the pumpkin and make an inference. What kind of animal is the pumpkin supposed to be? How do you know?

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Visualizing

**Answer Key for Retelling and Summarizing with Pumpkin Heads!**

**Page 4**  
Think of a pumpkin.  
Answer: Scary, happy, sad, etc.

**Pages 9 and 10**  
How do you know?  
Answer: The pumpkin is peeking out of a window.

**Pages 23 and 24**  
How do you know?  
Answer: The pumpkin is in a strange place.

**Answer Key for Making Connections with Pumpkin Heads!**

**Page 26**  
The author reminds you of...  
Answer: ...

**Page 26**  
The author reminds you of...  
Answer: ...

**Answer Key for Making Inferences with Pumpkin Heads!**

**Page 4**  
Look at the pumpkin on the page and make an inference. What emotion is the pumpkin showing?  
Answer: face

**Pages 9 and 10**  
How do you know?  
Answer: pump

**Pages 23 and 24**  
How do you know?  
Answer: face

**Answer Key for Visualizing with Pumpkin Heads!**

**Pages 5**  
Read the words and look at the picture. Which words did the author use to visualize the pumpkins before drawing his picture?  
Answer: ...

**Pages 13 and 14**  
How do you know?  
Answer: ...

**Pages 23 and 24**  
How do you know?  
Answer: ...

**Practice Pages and Answer Keys**

# Writing About Reading with Optional CCSS Alignment

**Pumpkin Heads: Making Connections**

Find your favorite picture in the story. Tell how the picture is connected to the words on the page.

I can tell how words and pictures in stories go together. CCSS: RL.K.7

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**Pumpkin Heads: Making Connections**

Find your favorite picture in the story. Tell how the picture is connected to the words on the page.

I can tell how words and pictures in stories go together. CCSS: RL.K.7

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**Pumpkin Heads: Making Connections**

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Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

**Pumpkin Heads: Making Connections**

Find your favorite picture in the story. Tell how the picture is connected to the words on the page.

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**Pumpkin Heads: Making Connections**

Find your favorite picture in the story. Tell how the picture is connected to the words on the page.

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Find your favorite picture in the story. Tell how the picture is connected to the words on the page.

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**Pumpkin Heads: Making Connections**

Find your favorite picture in the story. Tell how the picture is connected to the words on the page.

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 4 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**

Title: \_\_\_\_\_

What is this book about?

Is it fiction or nonfiction?

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

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:  
1. Answer each of the questions.  
2. Copy it out on the dotted line.  
3. Draw, tape, or glue into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

**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. Copy it out on the dotted line.  
3. Draw, tape, or glue into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

**Making Inferences**

Title: \_\_\_\_\_

What the Text Says	What I Know	What I Can Infer
Name of the pumpkin head cover.	What do you know about the book?	Illustrator, thoughts, clues, setting.

Draw a picture to illustrate your inference:

Directions:  
1. Answer each of the questions.  
2. Copy it out on the dotted line.  
3. Draw, tape, or glue into your reader's notebook.

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Making Inferences

**Visualizing**

Title: \_\_\_\_\_

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below:

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you draw all of the words that helped you visualize.

Directions:  
1. Answer each of the questions.  
2. Copy it out on the dotted line.  
3. Draw, tape, or glue into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Visualizing



# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**  
**Pumpkin Heads!**  
 By: Wendell Minor  
 Grade Level: K / Guided Reading Level: D

**Instructional Focus:**  
 Consonant: P

**Background:**  
 Working with beginning letter sound with words. Encourage your students to write the letter "Pp", and make the letter "p" sound.

Step by Step Lesson Plan

**Word Work**  
**Pumpkin Heads!**  
 By: Wendell Minor  
 Grade Level: K / Guided Reading Level: D

**Step 1: Introduce the Focus of Word Work**

**Introduce the Letter "P"**

- Provide each student with a copy of the letter Pp handout.
- Explain that all words have a beginning letter sound.
- Ask students to trace the letter Pp with their finger.
- Tell students that today you will be working with the beginning letter sound p.
- Read the 4 words on the handout to the students (pumpkin, pick, peek, pretend).
- Challenge students to name some other words that begin with the letter p: (popcorn, pig, pocket, purple, paper, pocket, please).
- Write the words the students brainstorm on the board or a piece of chart paper.

**Step 2: Connect Word Work to Reading**

**Letter "P" in the Text**

- Tell the students that the book you will be reading today has a lot of pictures of pumpkins, a word that begins with the letter P.
- Show them the cover of **Pumpkin Heads!**
- Invite a student to point to the beginning letter for the word pumpkin (P).
- Next tell students that the 4 words on their handout are also in **Pumpkin Heads!**
- Invite students to raise their hand when they hear you read the words.
- Read **Pumpkin Heads!**

**Examples of Words Beginning with the Letter P in the Text:**

Pumpkin  
 Pick  
 Peek  
 Pretend

**Extend Engagement**

- Label a piece of construction paper, each with the letter Pp.
- Provide students with magazines.
- Tell the students to look for objects or words that begin with the letter Pp.
- Instruct students to cut out the objects or words and glue them to the piece of construction paper.
- Provide students with additional paper if necessary.
- Optional: Provide students with 3 pieces of paper, one for each letter, one for pictures, one for things.

Word Work Lesson Plan | @BookPagez.com

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

**Word Work**  
**Pumpkin Heads!**  
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 Grade Level: K / Guided Reading Level: D

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Provide each student with a sorting mat and picture cards (allow students to cut apart the cards or provide them with pre-cut cards).
- Read the directions on the sorting mat to the class.
- Model how to sort the pictures (show an example of a picture that belongs in the "Words that begin with P" column and a picture that belongs in "Words that begin with Other Letters").
- Tell students that you will check their work before they can glue their pictures to the sorting mat.
- Ask students to quietly stand up when they are done.
- Check student work, confer if necessary, and provide student with a glue stick before moving on to the next student.
- When all students have completed their work, come together to name the pictures that begin with the letter P.
- Optional: Name the beginning letter sound of the pictures in the "Words that begin with Other Letters" column.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of I Can Spell Word Work Practice Page.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

**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**

- Play Match Up.
- Distribute Match Up directions.
- Model how to play Match Up. Students can match pictures to words, words to words, or pictures to pictures.
- Divide students into pairs and allow them to play Match Up.
- Monitor students and assess students' understanding while playing.

Word Work Lesson Plan | @BookPagez.com

Interactive Activities

**Beginning Letter Sound Sort Interactive Activity**

**Directions:**  
 Sort the picture cards into two columns: "Words that begin with P" and "Words that begin with Other Letters".

**Beginning Letter Sound Sorting Cards Interactive Activity**

**Picture Cards**

Guided Word Work Practice | @BookPagez.com

Independent Practice Page

Extension Activity

**Match Up Student Directions**

**Materials:**  
 Sorting Cards

**Players:**  
 2 or more

**Directions:**

- Write your name or initials on each of your sorting cards.
- Combine all of the players sorting cards to make one deck of cards.
- Place each card face down in front of all players.
- The first player turns over two cards so that the cards are face up. If the cards match, the player keeps the cards, writes the word on the score sheet, and takes another turn. If the cards do not match, the player turns the cards back over so that they are face down.
- The second player turns over two cards so that the cards are face up. If the cards match, the player keeps the cards, writes the word on the score sheet, and takes another turn. If the cards do not match, the player turns the cards back over so that they are face down.
- Continue taking turns. Whoever has the most matches at the end of the game wins.

**Tip**  
 Place your sorting cards in even rows. Even rows make it easier to remember where the cards are.

Independent Word Work Practice | @BookPagez.com

**I Can Spell Word Work Practice Page**

**Directions:**  
 Write each word in the Word Bank next to the correct picture. Color the pictures.

**Word Bank**  
 pumpkin pizza penguin pig pencil

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

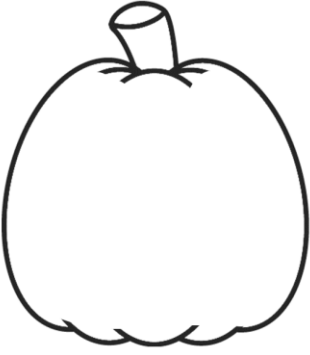
5. \_\_\_\_\_

Name: \_\_\_\_\_ Independent Word Work Practice | @BookPagez.com

# Bonus Activity and Common Core Aligned Comprehension Assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:**  
The book **Pumpkin Heads!** shows a lot of pumpkins. Decorate your own pumpkin head below. Then write a sentence telling you your pumpkin head is and what it does.



My Pumpkin is \_\_\_\_\_.

It likes to \_\_\_\_\_.

Extension Activity | @BookPagez.com

## Bonus Extension Activity

Name: \_\_\_\_\_  
Score: / 9

**A Sick Day for Amos McGee**  
CCSS Assessment

**Directions:**  
Use what you know about **A Sick Day for Amos McGee** to answer each of the following questions.

- Where does Amos McGee work?**
  - A At a pet store
  - B At the zoo
  - C As a bus driver
  - D At the post office
- What is the story about?**
  - A Being sick
  - B Animals that are smart
  - C Friendship
  - D Morning routines
- What did the animals do when Amos McGee didn't come for his daily visit?**
  - A The animals left the zoo, rode the bus, and went to Amos McGee's house.
  - B The animals slept all day.
  - C The animals put on a show for the people visiting the zoo.
  - D The animals called Amos on the phone.
- Amos says, "Ugh, I don't think I'll be going to work today." In the above sentence, what word helps you understand that Amos is feeling sick?**
  - A Think
  - B Ugh
  - C Work
  - D Don't

CCSS Assessment 1<sup>st</sup> Grade Reading Standards for Literature | @BookPagez.com

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



## Complete Common Core Alignment

Common Core State Standards Correlation
<p>Pumpkin Heads! Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Pumpkin Heads!" correlate with the following English Language Arts Common Core State Standards for kindergarten.</p> <p><b>Reading and Summarizing Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b></p> <p><b>RL.2</b> - With prompting and support, retell familiar stories, including key details.</p> <p><b>RL.3</b> - With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL.7</b> - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><b>RL.10</b> - Actively engage in group reading activities with purpose and understanding.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.2</b> - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.4</b> - Read emergent-reader texts with purpose and understanding.</p> <p><b>Writing</b></p> <p><b>W.8</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening</b></p> <p><b>SL.10</b> - Continue a conversation through multiple exchanges.</p> <p><b>SL.2</b> - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>SL.3</b> - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>SL.4</b> - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SL.5</b> - Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>Language</b></p> <p><b>L.8</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to text.</p> <p>Pumpkin Heads! CCSS Alignment   @BookPagez.com</p>

Common Core State Standards Correlation
<p>Pumpkin Heads! Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Pumpkin Heads!" correlate with the following English Language Arts Common Core State Standards for kindergarten.</p> <p><b>Making Connections Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b></p> <p><b>RL.5</b> - Recognize common types of texts (e.g., storybooks, poems).</p> <p><b>RL.7</b> - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><b>RL.9</b> - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>RL.10</b> - Actively engage in group reading activities with purpose and understanding.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.4</b> - Read emergent-reader texts with purpose and understanding.</p> <p><b>Writing</b></p> <p><b>W.8</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening</b></p> <p><b>SL.10</b> - Continue a conversation through multiple exchanges.</p> <p><b>SL.2</b> - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>SL.3</b> - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>SL.4</b> - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SL.5</b> - Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>Language</b></p> <p><b>L.8</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to text.</p> <p>Pumpkin Heads! CCSS Alignment   @BookPagez.com</p>

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<p>Pumpkin Heads! Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Pumpkin Heads!" correlate with the following English Language Arts Common Core State Standards for kindergarten.</p> <p><b>Reading: Informational Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b></p> <p><b>RL.1</b> - With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RL.2</b> - With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL.7</b> - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><b>RL.9</b> - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>RL.10</b> - Actively engage in group reading activities with purpose and understanding.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.1</b> - Demonstrate understanding of the organization of basic features of print.</p> <p><b>RF.4</b> - Read emergent-reader texts with purpose and understanding.</p> <p><b>Writing</b></p> <p><b>W.2</b> - Use a combination of drawing, dictating, and writing to compose a simple opinion piece in which they state their topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p> <p><b>W.3</b> - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely related events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>W.8</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening</b></p> <p><b>SL.1</b> - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.4</b> - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SL.5</b> - Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>Language</b></p> <p><b>L.1</b> - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.5</b> - With guidance and support from adults, explore word relationships and meanings in word pairs.</p> <p><b>L.8</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to text.</p> <p>Pumpkin Heads! CCSS Alignment   @BookPagez.com</p>

Common Core State Standards Correlation
<p>Pumpkin Heads! Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Pumpkin Heads!" correlate with the following English Language Arts Common Core State Standards for kindergarten.</p> <p><b>Writing: Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b></p> <p><b>RL.1</b> - With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RL.2</b> - With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL.7</b> - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><b>RL.9</b> - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>RL.10</b> - Actively engage in group reading activities with purpose and understanding.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.1</b> - Demonstrate understanding of the organization of basic features of print.</p> <p><b>RF.4</b> - Read emergent-reader texts with purpose and understanding.</p> <p><b>Writing</b></p> <p><b>W.1</b> - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they state their topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p> <p><b>W.3</b> - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely related events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>W.8</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening</b></p> <p><b>SL.1</b> - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2</b> - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>SL.3</b> - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>SL.4</b> - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SL.5</b> - Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>Language</b></p> <p><b>L.1</b> - Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Pumpkin Heads! CCSS Alignment   @BookPagez.com</p>

## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Pumpkin Heads! Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Pumpkin Heads!" correlate with the following English Language Arts Common Core State Standards for kindergarten.</p> <p><b>Vocabulary Lesson Plan and Resources</b></p> <p><b>Language</b></p> <p><b>L.5</b> - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p><b>L.8</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to text.</p> <p>Pumpkin Heads! CCSS Alignment   @BookPagez.com</p>

Vocabulary Connections  
Common Core Alignment

Common Core State Standards Correlation
<p>Pumpkin Heads! Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Pumpkin Heads!" correlate with the following English Language Arts Common Core State Standards for kindergarten.</p> <p><b>Word Work Lesson Plan and Resources</b></p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.2</b> - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.4</b> - Read emergent-reader texts with purpose and understanding.</p> <p>Pumpkin Heads! CCSS Alignment   @BookPagez.com</p>

Word Work  
Common Core Alignment

# Student Facing Resources in Spanish for Pumpkin Heads! Super Pack

## 4 Comprehension Strategy Practice Pages

### Retelling and Summarizing Practice Page

**Tu turno para practicar: Volver a contar y resumir con Pumpkin Heads! (¡Cabeza de calabaza!)**

**Páginas 1 y 2:**  
Estas páginas nos dan pistas sobre el escenario del libro. ¿Qué detalles nos dicen cuándo y dónde se desarrolla la historia? Señala los detalles.

\_\_\_\_\_

\_\_\_\_\_

**Páginas 7 a 12:**  
Estas páginas cuentan sobre algunas de las cosas que hace una calabaza. Nombra las cosas que hace una calabaza.

\_\_\_\_\_

\_\_\_\_\_

**Páginas 13 a 18:**  
Estas páginas cuentan sobre algunas de las cosas que una calabaza pretende ser. Nombra las cosas que puede ser una calabaza.


\_\_\_\_\_

\_\_\_\_\_

**Páginas 19 a 22:**  
Estas páginas cuentan sobre algunas cosas más que una calabaza puede hacer. Nombra las cosas que hace una calabaza.

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_  ©BookPages.com

### Page by Page Guided Questions

Sample answers written in Spanish

### Answer Key


**Volver a contar y resumir con Pumpkin Heads! (¡Cabeza de calabaza!)**

**Páginas 1 y 2:**  
Estas páginas nos dan pistas sobre el escenario del libro. ¿Qué detalles nos dicen cuándo y dónde se desarrolla la historia? Señala los detalles.  
Las respuestas varían. Podrían incluir: Esta historia tiene lugar en octubre en un parche de calabazas.

**Páginas 7 a 12:**  
Estas páginas cuentan sobre algunas de las cosas que hace una calabaza. Nombra las cosas que hace una calabaza.  
Las respuestas varían. Podrían incluir: Las calabazas flotan en el cielo, miran desde las ventanas y van en paseos en carruajes.

**Páginas 13 a 18:**  
Estas páginas cuentan sobre algunas de las cosas que una calabaza pretende ser. Nombra las cosas que puede ser una calabaza.  
Las respuestas varían. Podrían incluir: Las calabazas pueden ser vaqueros, hombres de nieve y brujas.

**Páginas 19 a 22:**  
Estas páginas cuentan sobre algunas cosas más que una calabaza puede hacer. Nombra las cosas que hace una calabaza.  
Las respuestas varían. Podrían incluir: Las calabazas pueden recibir trucos o tratantes y pueden asustar a los cuervos.

Answer Key | ©BookPages.com 

**Hacer Conexiones con Pumpkin Heads! (¡Cabeza de calabaza!)**

**Tu turno para practicar: Hacer Conexiones con Pumpkin Heads! (¡Cabeza de calabaza!)**

**Páginas 1 y 2:**  
Haz una conexión texto a tu mismo. Cuéntanos sobre un momento en que recogiste o viste calabazas en un campo.

\_\_\_\_\_

\_\_\_\_\_

¿Cómo es tu historia igual o diferente a esta?

\_\_\_\_\_

\_\_\_\_\_

**Páginas 11 a 12:**  
Estas páginas muestran las calabazas en un carro de heno. ¿Qué te recuerda un carro de heno?


\_\_\_\_\_

\_\_\_\_\_

¿Cómo te ayuda tu conexión texto a tu mismo como lector?

\_\_\_\_\_

\_\_\_\_\_

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Making Connections

**Hacer inferencias con Pumpkin Heads! (¡Cabeza de calabaza!)**

**Tu turno para practicar: Hacer inferencias con Pumpkin Heads! (¡Cabeza de calabaza!)**

**Página 4:**  
Mire la calabaza en esta página y haga una inferencia. ¿Qué emoción muestra esta calabaza?

\_\_\_\_\_

\_\_\_\_\_

¿Cómo lo sabes?

\_\_\_\_\_

\_\_\_\_\_

**Páginas 9 y 10:**  
Estas páginas muestran una calabaza asomándose por una ventana. Mire la calabaza y haga una inferencia. ¿Qué tipo de animal se supone que es la calabaza?

\_\_\_\_\_

\_\_\_\_\_

¿Cómo lo sabes?


\_\_\_\_\_

\_\_\_\_\_

**Páginas 23 y 24:**  
Esta página dice que la calabaza está en un lugar extraño. Mire la imagen y haga una inferencia. ¿Por qué es este un lugar extraño para una calabaza?

\_\_\_\_\_

\_\_\_\_\_

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Making Inferences

**Visualizar con Pumpkin Heads! (¡Cabeza de calabaza!)**

**Tu turno para practicar: Visualizar con Pumpkin Heads! (¡Cabeza de calabaza!)**

**Páginas 5 y 6:**  
Lee las palabras y mira la imagen. ¿Qué palabras usó el autor para visualizar las calabazas antes de dibujar?

\_\_\_\_\_

\_\_\_\_\_

¿Cómo lo sabes?

\_\_\_\_\_

\_\_\_\_\_

**Páginas 13 y 14:**  
Aquí el autor nos dice que algunas calabazas pretenden ser vaqueros. ¿Qué ves cuando visualizas a un vaquero?

\_\_\_\_\_

\_\_\_\_\_

¿Es tu imagen mental la misma que la imagen del autor?


\_\_\_\_\_

\_\_\_\_\_

¿Por qué o por qué no?

\_\_\_\_\_

\_\_\_\_\_

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Visualizing

# Writing About Reading with Optional CCSS Alignment

Strategy and Text Based  
Reader's Response Prompt

Common Core State Standard

"I Can"  
Statement  
written in  
Spanish

**Pumpkin Heads! (¡Cabeza de calabaza!): Visualizar**

Wendell Minor es el autor y el ilustrador de esta historia. Cuéntale cómo usó la visualización para escribir la historia y dibujar las imágenes.

Puedo decir quiénes son el autor e ilustrador de un texto informativo y puedo decir lo que hacen. CCSS: RI.K.6

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**Pumpkin Heads! (¡Cabeza de calabaza!): Visualizar**

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

Common Core  
Free Option

**Pumpkin Heads! (¡Cabeza de calabaza!): Visualizar**

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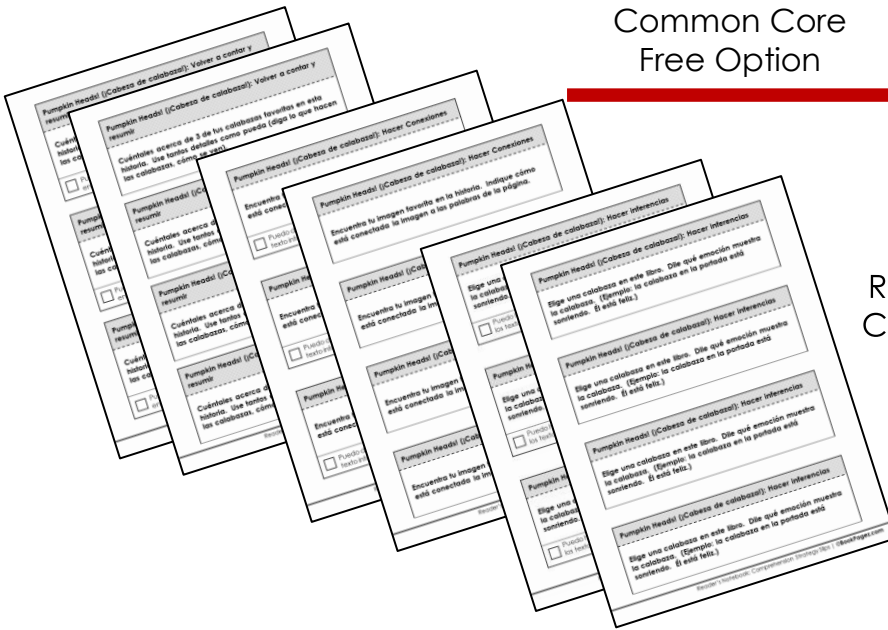
---

**Pumpkin Heads! (¡Cabeza de calabaza!): Visualizar**

Wendell Minor es el autor y el ilustrador de esta historia. Cuéntale cómo usó la visualización para escribir la historia y dibujar las imágenes.

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

Reading Response Prompts for Each  
Comprehension Strategy Lesson Plan



## 4 Comprehension Strategy Graphic Organizers

**Volver a contar y resumir**  
Título: \_\_\_\_\_

¿De qué es este libro?  
¿La ficción o no ficción?

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

Personas	Lugar
Descripciones	Eventos

Intenciones:  
1. Contesta todas las preguntas.  
2. Conecta cuidadosamente en las líneas de puntos.  
3. Pega o engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPages.com

Retelling and  
Summarizing

**Hacer conexiones**  
Título: \_\_\_\_\_

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

¿Qué tipo de conexión hiciste?  
 Text a mí mismo  
 Texto a texto  
 Texto al mundo

Haz un dibujo de tu conexión abajo.

Intenciones:  
1. Contesta las preguntas.  
2. Conecta cuidadosamente en las líneas de puntos.  
3. Pega o engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPages.com

Making  
Connections

**Hacer inferencias**  
Título: \_\_\_\_\_

<b>Lo que dice el texto</b> Nombra una parte del texto que te ayude a hacer inferencias.	<b>Lo que yo sé</b> ¿Qué sabes sobre el texto?	<b>Lo que puedo inferir</b> Problemas, sentimientos, ideas, eventos.
---	---	---

Haz un dibujo para probar tu inferencia.

Intenciones:  
1. Contesta las preguntas.  
2. Conecta cuidadosamente en las líneas de puntos.  
3. Pega o engancha en tu cuaderno del lector.

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Making  
Inferences

**Visualizar**  
Título: \_\_\_\_\_

¿Qué página usaste para practicar o visualizar?  
Haz un dibujo de tu imagen mental en el espacio abajo.

Escribe algunos de los palabras que tu autor usó que te ayudaron a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Argúente de haber dibujado todas las palabras que te ayudaron a visualizar.

Intenciones:  
1. Contesta cada pregunta.  
2. Conecta cuidadosamente en las líneas de puntos.  
3. Pega o engancha en tu cuaderno del lector.

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Visualizing