

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

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Connections Lesson Plan

Making Connections
Pumpkin Jack
By: Will Hubbell
Grade Level: 3 / Guided Reading Level: N

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

What do you do with pumpkins when they start to rot? In *Pumpkin Jack*, by Will Hubbell, a young boy decides to put his beloved jack-o'-lantern in an old garden. The pumpkin starts to decompose. Autumn winds surround the pumpkin with leaves. Winter snow hides the pumpkin. When spring arrives, a sprout pokes through the ground, and catches the boy's attention. This story will give learners a new awareness about the life cycle of pumpkins.

Link to What You Know

- Share something you know about pumpkins.
- Have you ever carved a pumpkin into a jack-o'-lantern? What kind of face did you make on it?

Important Words to Know and Understand

Fierce - Having or showing a lot of strong emotion; very strong or intense

Frost - A thin layer of ice that forms on the ground, on grass, etc., when the air becomes cold

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do 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

Making Connections Lesson Plan

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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?
- Does the book 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.

Title Page - This illustration shows a jack-o'-lantern inside a window. Make a **text to text** connection with the book *Pumpkin Heads* by Wendell Minor. How is this illustration similar to the illustrations in *Pumpkin Heads*?

Page 4 - This page shows Tim's room lit up from the candle inside Jack. Make a **text to self** connection about candlelight. Where did you see candlelight? How did it make you feel?

Page 9 - Jack is rotting. Make a **text to world** connection and compare Jack to other plants in the fall.

Page 16 - This page shows what happens in the garden in the fall. Make a **text to world** connection to describe what is happening on this page.

Page 17 - Tim is taking care of the new plant. Make a **text to self** connection about a time when you or someone you knew watered a plant. What happened to the plant?

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 *Pumpkin Jack*. 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 reading partner discussed. How does making connections help you be a better reader?

Write - Use your Strategy Slip into your reader's notebook. Write about the work you did while reading *Pumpkin Jack*. (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

Determining Importance
Pumpkin Jack
By: Will Hubbell
Grade Level: 3 / Guided Reading Level: N

3
Determine Importance While Reading

- Look for key ideas and supporting details
- Notice when you hear something new
- Look for new words that are important to the text

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.

Pages 1 & 2 - Look at the cover of *Pumpkin Jack*. What important details do you see in the illustration?

Page 7 - Jack is out in the garden. What is happening to Jack? How is this important to the story?

Page 10 - Spring has arrived and something is growing in the garden. What is important to understand on this page?

Page 11 - The author shows the reader how Jack is growing. What important information does the illustration show? How do you know it is important to the story?

Page 21 - How pumpkins are dying is great! What important details did you learn about new potatoes?

Time to Reflect

Think - What information did you learn while reading *Pumpkin Jack*? How did you know that you were learning something important about the story? Why are these ideas or words important to you?

Talk - Tell your reading partner about the important details that you learned while reading *Pumpkin Jack*. How does hearing about the most important fact and new words help you understand the story better?

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

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Understanding Text Structure
Pumpkin Jack
By: Will Hubbell
Grade Level: 3 / Guided Reading Level: N

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

3
Understand Text Structure While Reading

- Notice the words and phrases that the author uses to describe the text
- Look for key ideas and supporting details
- Notice when you hear something new
- Look for new words that are important to the text

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 9 - How the author uses cause and effect text structure to describe the problem. What words does the author use to show the cause and effect?

Page 11 - The sequencing text structure lets the reader know that time is passing. How does the author inform the reader about how much time has passed?

Page 14 - How the author describes the steps Tim performs to help the plant grow.

Page 21 - How the author uses cause and effect text structure to describe the problem. What words does the author use to show the cause and effect?

Time to Reflect

Think - How did the different text structures help you to better understand *Pumpkin Jack*? How did you know that you were learning something important about the story? Why are these ideas or words important to you?

Talk - Tell your reading partner about the important details that you learned while reading *Pumpkin Jack*. How does hearing about the most important fact and new words help you understand the story better?

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

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Determining Importance

Understanding Text Structure

Synthesizing
Pumpkin Jack
By: Will Hubbell
Grade Level: 3 / Guided Reading Level: N

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

3
Synthesize While Reading

- Look for key ideas and supporting details
- Notice when you hear something new
- Look for new words that are important to the text

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 1 - Look at the cover of *Pumpkin Jack*. What important details do you see in the illustration?

Page 7 - Jack is out in the garden. What is happening to Jack? How is this important to the story?

Page 10 - Spring has arrived and something is growing in the garden. What is important to understand on this page?

Page 11 - The author shows the reader how Jack is growing. What important information does the illustration show? How do you know it is important to the story?

Page 21 - How pumpkins are dying is great! What important details did you learn about new potatoes?

Time to Reflect

Think - How did you know that you were learning something important about the story? Why are these ideas or words important to you?

Talk - Tell your reading partner about the important details that you learned while reading *Pumpkin Jack*. How does hearing about the most important fact and new words help you understand the story better?

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

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Visualizing
Pumpkin Jack
By: Will Hubbell
Grade Level: 3 / Guided Reading Level: N

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

3
Visualize While Reading

- Look for key ideas and supporting details
- Notice when you hear something new
- Look for new words that are important to the text

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 9 - How the author uses cause and effect text structure to describe the problem. What words does the author use to show the cause and effect?

Page 11 - The sequencing text structure lets the reader know that time is passing. How does the author inform the reader about how much time has passed?

Page 14 - How the author describes the steps Tim performs to help the plant grow.

Page 21 - How the author uses cause and effect text structure to describe the problem. What words does the author use to show the cause and effect?

Time to Reflect

Think - How did the different text structures help you to better understand *Pumpkin Jack*? How did you know that you were learning something important about the story? Why are these ideas or words important to you?

Talk - Tell your reading partner about the important details that you learned while reading *Pumpkin Jack*. How does hearing about the most important fact and new words help you understand the story better?

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

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Synthesizing

Visualizing

Practice Pages and Answer Keys

Answer Key for Making Connections with Pumpkin Jack

Your Turn to Practice Making Connections with Pumpkin Jack

Title Page: This illustration shows a jack-o'-lantern inside a window. Make a **text to text** connection with the book *Pumpkin Heads* by Wendell Minor. How is this illustration similar to the illustrations in *Pumpkin Heads*?

Page 4: This page shows Tim's room lit up from the candle inside Jack. Make a **text to self** connection about candlelight. Where did you see candlelight? How did it make you feel?

Page 9: Jack is rotting. Make a **text to world** connection and compare Jack to other plants in the fall.

Page 16: This page shows what happens in the garden in the fall. Make a **text to world** connection to describe what is happening on this page.

Page 17: Tim is taking care of the new plant. Make a **text to self** connection about a time when you or someone you knew watered a plant. What happened to the plant?

Answer Key for Determining Importance with Pumpkin Jack

Your Turn to Practice Determining Importance with Pumpkin Jack

Pages 1 & 2: Look at the cover of *Pumpkin Jack*. What important details do you see in the illustration?

Page 7: Jack is out in the garden. What is happening to Jack? How is this important to the story?

Page 10: Spring has arrived and something is growing in the garden. What is important to understand on this page?

Page 11: The author shows the reader how Jack is growing. What important information does the illustration show? How do you know it is important to the story?

Page 21: How pumpkins are dying is great! What important details did you learn about new potatoes?

Answer Key for Visualizing with Pumpkin Jack

Your Turn to Practice Visualizing with Pumpkin Jack

Page 9: How the author uses cause and effect text structure to describe the problem. What words does the author use to show the cause and effect?

Page 11: The sequencing text structure lets the reader know that time is passing. How does the author inform the reader about how much time has passed?

Page 14: How the author describes the steps Tim performs to help the plant grow.

Page 21: How the author uses cause and effect text structure to describe the problem. What words does the author use to show the cause and effect?

Answer Key for Understanding Text Structure with Pumpkin Jack

Your Turn to Practice Understanding Text Structure with Pumpkin Jack

Page 9: How the author uses cause and effect text structure to describe the problem. What words does the author use to show the cause and effect?

Page 11: The sequencing text structure lets the reader know that time is passing. How does the author inform the reader about how much time has passed?

Page 14: How the author describes the steps Tim performs to help the plant grow.

Page 21: How the author uses cause and effect text structure to describe the problem. What words does the author use to show the cause and effect?

Answer Key for Synthesizing with Pumpkin Jack

Your Turn to Practice Synthesizing with Pumpkin Jack

Page 1: Look at the cover of *Pumpkin Jack*. What important details do you see in the illustration?

Page 7: Jack is out in the garden. What is happening to Jack? How is this important to the story?

Page 10: Spring has arrived and something is growing in the garden. What is important to understand on this page?

Page 11: The author shows the reader how Jack is growing. What important information does the illustration show? How do you know it is important to the story?

Page 21: How pumpkins are dying is great! What important details did you learn about new potatoes?

Writing About Reading with Optional CCSS Alignment

Pumpkin Jack: Determining Importance

Name three important words you learned while reading this book. How did you figure out the meanings of the words in the text?

I can figure out the meanings of words or groups of words in stories by thinking about how they are used. CCSS: RL.3.4

Pumpkin Jack: Determining Importance

Name three important words you learned while reading this book. How did you figure out the meanings of the words in the text?

I can figure out the meanings of words or groups of words in stories by thinking about how they are used. CCSS: RL.3.4

Pumpkin Jack: Determining Importance

Name three important words you learned while reading this book. How did you figure out the meanings of the words in the text?

I can figure out the meanings of words or groups of words in stories by thinking about how they are used. CCSS: RL.3.4

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Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Pumpkin Jack: Determining Importance

Name three important words you learned while reading this book. How did you figure out the meanings of the words in the text?

Pumpkin Jack: Determining Importance

Name three important words you learned while reading this book. How did you figure out the meanings of the words in the text?

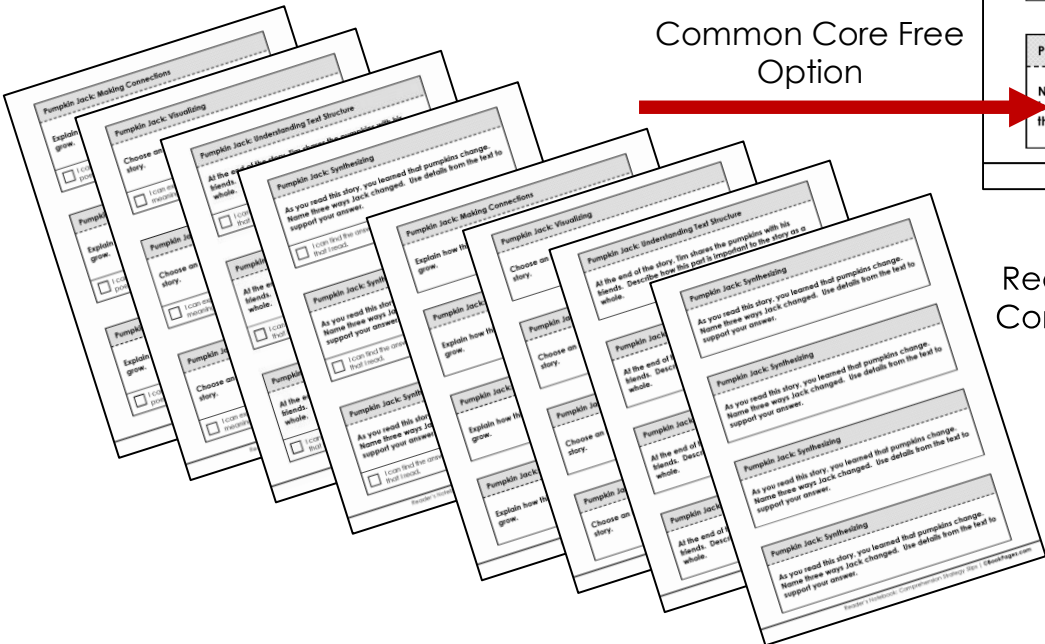
Pumpkin Jack: Determining Importance

Name three important words you learned while reading this book. How did you figure out the meanings of the words in the text?

Pumpkin Jack: Determining Importance

Name three important words you learned while reading this book. How did you figure out the meanings of the words in the text?

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Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

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:

- Answer each of the questions.
- Circle/cut out the dashed line.
- Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

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 drew all of the words that helped you visualize.

Directions:

- Answer each of the questions.
- Circle/cut out the dashed line.
- Glue, tape, or staple into your reader's notebook.

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Determining Importance

Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____

#2 _____

#3 _____

Directions:

- Answer each of the questions.
- Circle/cut out the dashed line.
- Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
Page: _____		
Page: _____		
Page: _____		
Page: _____		

Text Structures: You might see them reading.

Description	Sequence	Cause and Effect
Compare and Contrast	Problem and Solution	

Directions:

- Answer each of the questions.
- Circle/cut out the dashed line.
- Glue, tape, or staple into your reader's notebook.

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Synthesizing

Title: _____

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
		Because...
My new thinking is...	Now I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

Directions:

- Answer each of the questions.
- Circle/cut out the dashed line.
- Glue, tape, or staple into your reader's notebook.

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Making Connections

Visualizing

Determining Importance

Understanding Text Structure

Synthesizing

Assessments

Running Record Assessment:
Use the first 100 words from the text to assess oral reading fluency



Running Record					
Title: Pumpkin Jack		Guided Reading Text Level: N	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) _____			
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				COUNT	INFORMATION USED
Page		E	SC	E MSV	SC MSV
1	When Tim carved his first pumpkin, it was fierce and funny and just perfect. A jack-o'-lantern this good deserved a name, so Tim gave it one- "Jack."				
3	Long after the best trick-or-treat candy was eaten, Tim still kept Jack. At night, when a candle made Jack's face dance on the wall and filled the dark with warm pumpkin smells, Tim felt Jack was almost magic. Yet, too soon, the spell was broken.				
5	"This pumpkin is beginning to rot," announced Mom. "It's time to throw it out." Tim knew it was useless to argue. He carried Jack				
Analysis and Comments:					
Tested By: _____				©BookPagez.com	

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

Pumpkin Jack CCSS Assessment	Name: _____ Score: / 9
Directions: Use what you know about Pumpkin Jack to answer each of the following questions.	
1. Why did Tim put Jack in the garden?	
<input type="radio"/> A Tim put Jack in the garden because he wanted to decorate his backyard. <input type="radio"/> B Tim put Jack in the garden because the pumpkin was rotting. <input type="radio"/> C Tim put Jack in the garden to scare other children. <input type="radio"/> D Tim put Jack in the garden because he wanted the pumpkin to	
2. What was the first thing Tim did in the story?	
<input type="radio"/> A First, Tim carved a pumpkin. <input type="radio"/> B The first thing Tim did was pick a pumpkin from the garden. <input type="radio"/> C First, Tim cleaned up the pumpkin mess. <input type="radio"/> D The first thing Tim did was find his crafting materials.	
3. Describe how Tim felt about Jack.	
<input type="radio"/> A Tim felt frustrated about Jack because the pumpkin started to rot. <input type="radio"/> B Tim felt sad about Jack because he had to move the pumpkin out. <input type="radio"/> C Tim felt proud of the face he carved on Jack. <input type="radio"/> D Answers B and C.	
4. What did the author mean when he wrote "the spell was broken."	
<input type="radio"/> A The spell was broken when Jack's candle flickered. <input type="radio"/> B The spell was broken when Jack whispered "goodnight". <input type="radio"/> C The spell was broken when Jack started to rot. <input type="radio"/> D The spell was broken when Jack fell asleep.	
CCSS Assessment 3rd Grade Reading Standards for Literature	



Pumpkin Jack CCSS Assessment Answer Key
Directions: Use what you know about Pumpkin Jack to answer each of the following questions.
1. Why did Tim put Jack in the garden? (RI.3.1)
<input type="radio"/> A Tim put Jack in the garden because he wanted to decorate his backyard. <input checked="" type="radio"/> B Tim put Jack in the garden because the pumpkin was rotting. <input type="radio"/> C Tim put Jack in the garden to scare other children. <input type="radio"/> D Tim put Jack in the garden because he wanted the pumpkin to grow.
2. What was the first thing Tim did in the story? (RI.3.2)
<input type="radio"/> A First, Tim carved a pumpkin. <input checked="" type="radio"/> B The first thing Tim did was pick a pumpkin from the garden. <input type="radio"/> C First, Tim cleaned up the pumpkin mess. <input type="radio"/> D The first thing Tim did was find his crafting materials.
3. Describe how Tim felt about Jack. (RI.3.3)
<input type="radio"/> A Tim felt frustrated about Jack because the pumpkin started to rot. <input type="radio"/> B Tim felt sad about Jack because he had to move the pumpkin out of his bedroom. <input type="radio"/> C Tim felt proud of the face he carved on Jack. <input checked="" type="radio"/> D Answers B and C.
4. What did the author mean when he wrote "the spell was broken." (RI.3.4)
<input type="radio"/> A The spell was broken when Jack's candle flickered. <input type="radio"/> B The spell was broken when Jack whispered "goodnight". <input checked="" type="radio"/> C The spell was broken when Jack started to rot. <input type="radio"/> D The spell was broken when Jack fell asleep.
CCSS Assessment 3rd Grade Reading Standards for Literature BookPagez.com

Answer Key



Extension Activity

Name: _____ Date: _____

Directions:
The story **Pumpkin Jack** highlighted the life cycle of a pumpkin. Illustrate the important stages of the life of a pumpkin by drawing in the shapes below. Because the life of a pumpkin is circular, you can start wherever you would like!

Extension Activity | @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Pumpkin Jack Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Pumpkin Jack" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Making Connections Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p>RL.3.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.6 - Analyze how a particular sentence, paragraph, or section contributes to the overall structure and meaning of a text.</p> <p>Reading: Foundational Skills</p> <p>RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.3.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening</p> <p>SL.3.1 - Engage in shared reading and discussion of what they have read or heard.</p> <p>SL.3.2 - Analyze how a speaker organizes and delivers a presentation.</p> <p>SL.3.3 - Analyze how a speaker organizes and delivers a presentation.</p> <p>Language</p> <p>L.3.4 - Analyze and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, dinner, that night, we went looking for them).</p> <p>Pumpkin Jack CCSS Alignment @BookPagez.com</p>	<p>Pumpkin Jack Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Pumpkin Jack" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Big Text Structure Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p>RL.3.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.6 - Analyze how a particular sentence, paragraph, or section contributes to the overall structure and meaning of a text.</p> <p>Reading: Foundational Skills</p> <p>RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.3.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening</p> <p>SL.3.1 - Engage in shared reading and discussion of what they have read or heard.</p> <p>SL.3.2 - Analyze how a speaker organizes and delivers a presentation.</p> <p>SL.3.3 - Analyze how a speaker organizes and delivers a presentation.</p> <p>Language</p> <p>L.3.4 - Analyze and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, dinner, that night, we went looking for them).</p> <p>Pumpkin Jack CCSS Alignment @BookPagez.com</p>	<p>Pumpkin Jack Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Pumpkin Jack" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Synthesizing Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p>RL.3.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.6 - Analyze how a particular sentence, paragraph, or section contributes to the overall structure and meaning of a text.</p> <p>Reading: Foundational Skills</p> <p>RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.3.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening</p> <p>SL.3.1 - Engage in shared reading and discussion of what they have read or heard.</p> <p>SL.3.2 - Analyze how a speaker organizes and delivers a presentation.</p> <p>SL.3.3 - Analyze how a speaker organizes and delivers a presentation.</p> <p>Language</p> <p>L.3.4 - Analyze and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, dinner, that night, we went looking for them).</p> <p>Pumpkin Jack CCSS Alignment @BookPagez.com</p>	<p>Pumpkin Jack Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Pumpkin Jack" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills</p> <p>RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Pumpkin Jack CCSS Alignment @BookPagez.com</p>

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation

Pumpkin Jack Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Pumpkin Jack" correlate with the following English Language Arts Common Core State Standards for third grade.

Vocabulary Lesson Plan and Resources

Language

L.3.4 - Analyze and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, dinner, that night, we went looking for them).

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Vocabulary Connections
Common Core Alignment

Common Core State Standards Correlation

Pumpkin Jack Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Pumpkin Jack" correlate with the following English Language Arts Common Core State Standards for third grade.

Word Work Lesson Plan and Resources

Reading: Foundational Skills

RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.

Pumpkin Jack CCSS Alignment | @BookPagez.com

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Pumpkin Jack Super Pack

5 Comprehension Strategy Practice Pages

Synthesizing Practice Page

Tu turno para practicar: Sintetizar con Pumpkin Jack (Calabaza Jack)

La portada:
Mira la foto de la calabaza en la tapa. Describe su apariencia.

Combine sus conocimientos previos con la ilustración para explicar lo que le está pasando a la calabaza.

Página 3:
Esta página dice que Tim mantuvo a Jack cuando Halloween terminó. Sintetice esta información para calcular cuánto tiempo lleva Jack.

¿Cómo determinaste el lapso de tiempo?

Página 8:
Esta ilustración muestra a Jack comenzando a pudrirse. Sintetice cómo debe sentirse el clima al usar sus conocimientos previos y las pistas de la ilustración.

Nombre: _____ @BookPages.com

Page by Page
Guided
Questions

Sample answers
written in Spanish

Answer Key

Sintetizar con Pumpkin Jack (Calabaza Jack)

La portada:
Mira la foto de la calabaza en la tapa. Describe su apariencia.
Las respuestas varían. Podrían incluir: La calabaza en la portada ha sido tallada en un jack-o'-lantern y parece que se aplastó en.

Combine sus conocimientos previos con la ilustración para explicar lo que le está pasando a la calabaza.
Las respuestas varían. Podrían incluir: Usando lo que sé, creo que la calabaza está colapsando porque se está pudriendo.

Página 3:
Esta página dice que Tim mantuvo a Jack cuando Halloween terminó. Sintetice esta información para calcular cuánto tiempo lleva Jack.
Las respuestas varían. Podrían incluir: Calculo que Jack ha estado presente durante al menos dos semanas. Determiné el lapso de tiempo utilizando el hecho de que el mejor caramelo se había ido.

¿Cómo determinaste el lapso de tiempo?
Las respuestas varían. Podrían incluir: La calabaza pudo haber sido tallada una semana antes de Halloween, y el mejor caramelo probablemente se fue después de una semana.

Página 8:
Esta ilustración muestra a Jack comenzando a pudrirse. Sintetice cómo debe sentirse el clima al usar sus conocimientos previos y las pistas de la ilustración.
Las respuestas varían. Podrían incluir: El clima debe ser lo suficientemente frío como para usar una chaqueta porque es después de Halloween, el jardín detrás de Jack se ve seco y hay hojas de colores en el suelo. Sin embargo, no hace demasiado frío porque no hay hielo ni nieve en la ilustración.

Answer Key | @BookPages.com

Hacer Conexiones con Pumpkin Jack (Calabaza Jack)

Tu turno para practicar: Hacer Conexiones con Pumpkin Jack (Calabaza Jack)

Determinar la importancia con Pumpkin Jack (Calabaza Jack)

Tu turno para practicar: Determinar la importancia con Pumpkin Jack (Calabaza Jack)

Nombre: _____ @BookPages.com

Entender la estructura del texto con Pumpkin Jack (Calabaza Jack)

Tu turno para practicar: Entender la estructura del texto con Pumpkin Jack (Calabaza Jack)

Visualizar con Pumpkin Jack (Calabaza Jack)

Tu turno para practicar: Visualizar con Pumpkin Jack (Calabaza Jack)

Nombre: _____ @BookPages.com

Making
Connections

Understanding
Text Structure

Determining
Importance

Visualizing

Writing About Reading with Optional CCSS Alignment

Pumpkin Jack (Calabaza Jack): Hacer Conexiones

Explica cómo este libro te ayudó a entender cómo crecen las calabazas.

Puedo leer y entender historias, obras de teatro y poemas de tercer grado de forma independiente. CCSS: RL.3.10

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

Pumpkin Jack (Calabaza Jack): Hacer Conexiones

Explica cómo este libro te ayudó a entender cómo crecen las calabazas.

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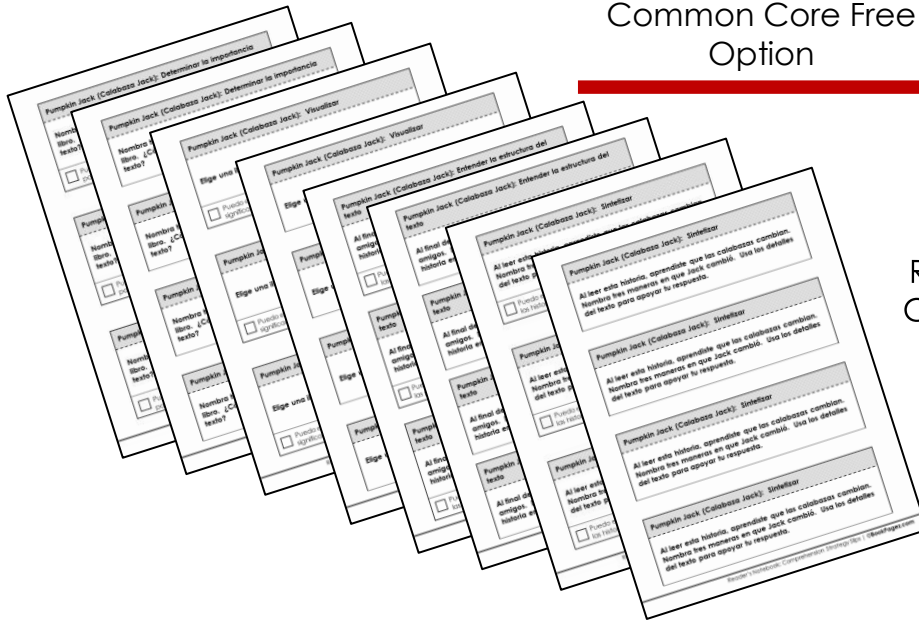
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Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Hacer conexiones

Título: Pienso en el libro. ¿En qué te hace pensar el libro?

¿Qué tipo de conexión hiciste?

Text con mismo

Texto a texto

Texto al mundo

Haz un dibujo de tu conexión abajo.

Instrucciones:
1. Conéctate preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Connections

Visualizar

Título: ¿Qué página usaste para practicar o visualizar?

Has un dibujo de tu imagen mental en el espacio abajo.

Escribe algunas de las palabras que la autora emplea que te ayudaron a hacer esta imagen en tu mente.

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

Instrucciones:
1. Conéctate cada pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Visualizing

Determinar la importancia

Título: Pienso en el libro. Escribe toda la información importante en el burbujeo de pensamiento.

Ahora determina tres grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para buscar las partes más importantes de tu libro.

#1

#2

#3

Instrucciones:
1. Conéctate cada pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determining Importance

Entender la estructura del texto

Título:

Estructura del texto	Dónde fue cuando la estructura del texto	Cómo la estructura del texto me ayudó
Página:		
Página:		
Página:		
Página:		

Estructura que puedes ver mientras lees:

Personajes	Situación	Causa y efecto
Personajes	Situación	Causa y efecto
Personajes	Situación	Causa y efecto
Personajes	Situación	Causa y efecto

Instrucciones:
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Understanding Text Structure

Sintetizar

Título:

Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Pero ahora pienso...
Porque...	Porque...	Porque...
Porque...	Porque...	Porque...

¿Mi nueva forma de pensar es...?

Antes yo pensaba...	Ahora entiendo...	Después de pensar sobre...
Porque...	Porque...	Puedo concluir que...
Porque...	Porque...	Porque...
Porque...	Porque...	Porque...

Instrucciones:
1. Conéctate preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

La historia **Pumpkin Jack** (Calabaza Jack) destacó el ciclo de vida de una calabaza. Ilustra las etapas importantes de la vida de una calabaza dibujando en las siguientes formas. Debido a que la vida de una calabaza es circular, ¡puedes comenzar donde quieras!

