

Lesson Plans and Teaching Resources for Pumpkin Soup

3 COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

Retelling and Summarizing Lesson Plan

Pumpkin Soup
By: Helen Cooper
Grade Level: 3 / Guided Reading Level: N

Retelling and Summarizing

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
Pumpkin Soup by Helen Cooper is about three friends, Cat, Squirrel, and Duck, who make soup together every day. Each one has a special job, but when Duck wants to quit the soup, it causes an argument, and Duck leaves. Without Duck, the soup doesn't taste right. Cat and Squirrel realize they miss Duck and need him if they want to make the soup. Will Cat and Squirrel find Duck and be able to make things right?

Link to What You Know

- Do you have a job or chore around your classroom or home?
- Do you enjoy doing it?
- Have you ever had a fight or an argument with a friend? How did it make you feel?

Important Words to Know and Understand

- Embroidered** - Decorated with needlework by sewing designs or patterns on fabric with thread
- Plodded** - Walked slowly and heavily, often because you're tired

2
Learn About Comprehension Strategies

- Think about the text you read when you get confused

Why Readers Retell and Summarize While Reading
Readers retell and summarize to remember the important events, characters, and information in books.

When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real life - places, things, or events), your job is to think like a teacher. Retell and summarize the information using important details, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

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Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Retelling and Summarizing Lesson Plan

Pumpkin Soup
By: Helen Cooper
Grade Level: 3 / Guided Reading Level: N

Retelling and Summarizing

3
Retell and Summarize While Reading

- Think about the important events that happened first, next, then, and last
- Notice the names of the characters and what they decide to do next
- Look for places where characters caused events to happen

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 2 and 3 - Tell about the setting and characters in the story. Where does this story take place? Who are the three characters that make the pumpkin soup, and what jobs do they each have? How do you know?

Pages 9 and 10 - Summarize the big event that happens on these pages. How has this event changed the characters since the beginning of the story? Why is this part of the story important?

Pages 17 and 18 - Duck has left the cabin and Squirrel and Cat are upset. Why do they feel this way? How do you know? What do they decide to do next?

Pages 25 and 26 - Use these pages to describe how the characters feel. What has changed? How do you know? Why is this part of the story important?

Pages 27 and 28 - Tell what happens when the animals are making the soup. What job does Duck have when making pumpkin soup? Is this a happy ending to the story? Why or why not?

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect
Think - What type of information did you use when you retold and summarized *Pumpkin Soup*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?
Talk - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.
Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Pumpkin Soup*. (Remember to include examples from the book!)

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Key Vocabulary

Explanation of Strategy

Understanding Text Structure
The Cool Bean
By: Jory John
Grade Level: 2 / Guided Reading Level: K

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
The Cool Bean by Jory John and Pete Oswald tells the story of a bean who lives a life of luxury. At first, he is spoiled. He has the cool beans, who are confident and always having a good time. The bean wishes he could be just like them but feels different and out of place. In the story you see, the author shows an important lesson about when people mean to be cool. At the end of the story, the author shows the important lesson cool becomes a cool bean after all.

Link to What You Know

- Have you ever had a job that started out cool but ended up being awful? Tell about it.
- Tell about a time when you did something kind for someone else.

Important Words to Know and Understand

- Cozy** - An easy and comfortable feeling, like a big nightgown.
- Swagger** - Walking in a cool or proud way.

2
Learn About Comprehension Strategies

- Think about the text you read when you get confused

Why Readers Notice Text Structure While Reading
Readers pay attention to text structure because understanding how text is organized will help you become a better reader. Authors use the following text structures:

Description - when someone places things or events described by listing what looks like, how things, or what sizes.

Sequence - when information is given in chronological order (first, next, then, last) in a meaningful, intentional way.

Problem and Solution - when a problem is explained and a solution is discovered.

Compare and Contrast - when an author writes about two or more people, places, or things that are alike and different.

Cause and Effect - when an author explains why something happened (cause) and what happened (effect).

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Understanding Text Structure
The Cool Bean
By: Jory John
Grade Level: 2 / Guided Reading Level: K

3
Understand Text Structure While Reading

- Notice the words an author uses when they describe things or explain events
- Look at the pictures
- Remember to include examples from 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 7 - Describe some of the ways that the cool beans are "cool." What advice from the illustrations and text did you use to write your description?

Page 11 - What are some ways that the bean looked uncool (the uncooling words) that he used to feel better, and last?

Pages 19 to 21 - The author is using a problem-solution text structure on this page. What is the problem in the text? How is this problem solved? How do you know?

Page 24 - The author is using a cause and effect text structure to tell about the end of the story. What causes the bean to be so confident? Why do you think the bean's confidence continued to grow?

Pages 19 and 20 - Compare and contrast how the bean feels at the beginning of the text to how he feels at the end of the text. Does he start to feel cool? How do you know?

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect
Think - How did the different text structures help you to better understand *The Cool Bean*? Why do you think authors use more than one text structure? How do they help?

Talk - Tell your reading partner about a place where you noticed a description. Explain how you know the author was using a descriptive text structure.

Reflect - Think about the text structure in *The Cool Bean*. How does using a problem-solution text structure help you to understand the text better? How do you know?

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

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Making Inferences
Pumpkin Soup
By: Helen Cooper
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
Pumpkin Soup by Helen Cooper is about three friends, Cat, Squirrel, and Duck, who make soup together every day. Each one has a special job, but when Duck wants to quit the soup, it causes an argument, and Duck leaves. Without Duck, the soup doesn't taste right. Cat and Squirrel realize they miss Duck and need him if they want to make the soup. Will Cat and Squirrel find Duck and be able to make things right?

Link to What You Know

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- Do you enjoy doing it?
- Have you ever had a fight or an argument with a friend? How did it make you feel?

Important Words to Know and Understand

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Making Inferences
Pumpkin Soup
By: Helen Cooper
Grade Level: 3 / Guided Reading Level: N

3
Make Inferences While Reading

- Look for clues that help you understand what the author is trying to say
- Remember to include examples from 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 3 - The animals each have their own job for making pumpkin soup. Use the illustrations to make an inference about Duck. Does Duck enjoy adding salt to the soup? How do you know?

Page 8 - Make an inference based on the illustration that when Duck tells them it is his turn to stir, how do you think they feel?

Page 12 - Compare and contrast the jobs that Cat and Squirrel have with the job that Duck has while making soup. What jobs seem to be more important?

Page 17 and 18 - Duck has left the cabin and Squirrel and Cat are upset. How do you think they feel? How do you know? What do they decide to do next?

Page 25 and 26 - Use these pages to describe how the characters feel. What has changed? How do you know? Why is this part of the story important?

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4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect
Think - What types of inferences did you make while reading *Pumpkin Soup*? How do you think authors use more than one type of inference to help you understand the text better? How do they help?

Talk - Tell your reading partner about a place where you noticed a description. Explain how you know the author was using a descriptive text structure.

Reflect - Think about the text structure in *Pumpkin Soup*. How does using a problem-solution text structure help you to understand the text better? How do you know?

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

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Answer Key for Making Inferences with Pumpkin Soup

Page 2:
The animals each have their own job for making pumpkin soup. Use the illustrations to make an inference about Duck. Does Duck enjoy adding salt to the soup?
Why or why not?
How do you know?

Page 8:
Make an inference based on the illustration that when Duck tells them it is his turn to stir, how do you think they feel?
Why or why not?
How do you know?

Page 12:
Compare and contrast the jobs that Cat and Squirrel have with the job that Duck has while making soup. What jobs seem to be more important?
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How do you know?

Page 25 and 26:
Use these pages to describe how the characters feel. What has changed? How do you know? Why is this part of the story important?
How do you know?

Page 27 and 28:
Tell what happens when the animals are making the soup. What job does Duck have when making pumpkin soup? Is this a happy ending to the story? Why or why not?
How do you know?

Answer Key for Retelling and Summarizing with Pumpkin Soup

Pages 2 and 3:
Tell about the setting and characters in the story. Where does this story take place? Who are the three characters that make the pumpkin soup, and what jobs do they each have? How do you know?

Pages 9 and 10:
Summarize the big event that happens on these pages. How has this event changed the characters since the beginning of the story? Why is this part of the story important?

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Understanding Text Structure

Making Inferences

Practice Pages and Answer Keys

WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

Pumpkin Soup: Retelling and Summarizing

Think about the story *Pumpkin Soup*. What do you think the main lesson of the story is? Tell which part of the story you think helps the reader understand this lesson the best.

I can figure out the lessons or morals of the stories that I read and explain that message using details from the story. CCSS: RL.3.2

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

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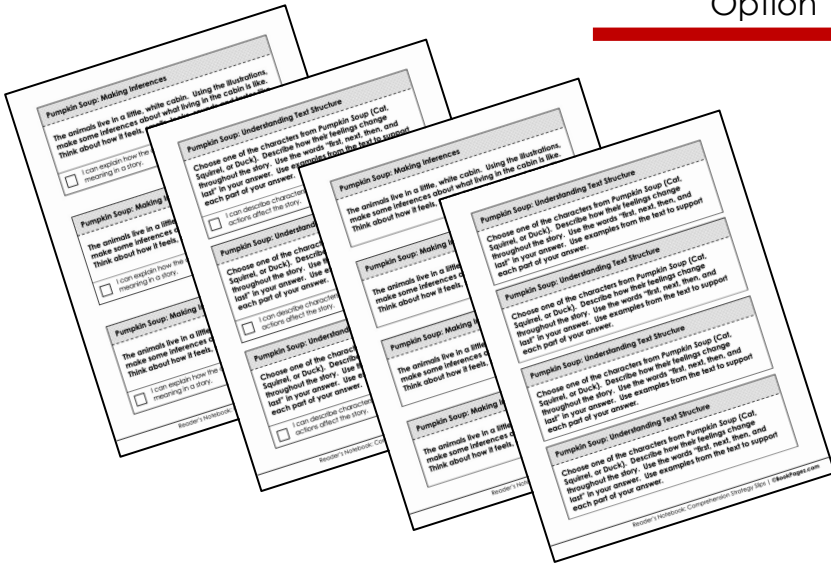
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Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com



3 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. Carefully cut 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
Look for clues in the text or pictures.	What do you know about the cast?	Describe, Think, Connect, Explain.

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

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 While Reading

Characterization	Sequence	Compare and Contrast	Problem and Solution	Cause and Effect

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

VOCABULARY CONNECTIONS RESOURCES

Important Words to Know and Understand in Pumpkin Soup Word List

Vocabulary Connections Pumpkin Soup
By: Helen Cooper
Grade Level: 3 / Guided Reading Level: N

Important Words to Know and Understand in Pumpkin Soup

Bagpiping
Playing a musical instrument called bagpipes, which makes a loud, droning sound

Drew
Pulled something toward you

Embroidered
Decorated with needlework by sewing designs or patterns on fabric with thread

Pipkin
A small pot or cooking pan, usually made of clay or metal

Plodded
Walked slowly and heavily, often because you're tired

Racket
A loud, unpleasant noise that makes it hard to focus or think

Rumpus
A noisy commotion or fuss; lots of excitement, noise, and activity

Scoffed
Laughed at someone or something in a mean way, as if you think it's silly or unimportant

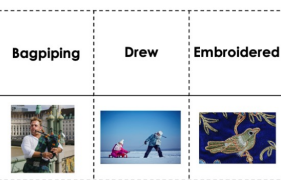
Slopped
Spilled or splashed liquid, especially by accident, causing a mess

Squabble
A small, silly argument or fight, usually over something unimportant

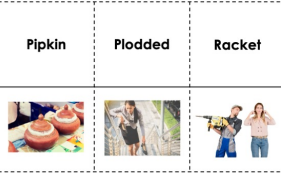
Vocabulary Word List | ©BookPagez.com

Vocabulary Connections Pumpkin Soup
By: Helen Cooper
Grade Level: 3 / Guided Reading Level: N

Bagpiping **Drew** **Embroidered**



Pipkin **Plodded** **Racket**



Picture Vocabulary Sorting Cards | ©BookPagez.com

Word and Picture Sorting Cards

Vocabulary Connections Pumpkin Soup
By: Helen Cooper
Grade Level: 3 / Guided Reading Level: N

Bagpiping **Drew** **Embroidered**

Playing a musical instrument called bagpipes, which makes a loud, droning sound

Pulled something toward you

Decorated with needlework by sewing designs or patterns on fabric with thread

Pipkin **Plodded** **Racket**

A small pot or cooking pan, usually made of clay or metal

Walked slowly and heavily, often because you're tired

A loud, unpleasant noise that makes it hard to focus or think

Definition Vocabulary Sorting Cards | ©BookPagez.com

Word and Definition Sorting Cards

Vocabulary Connections Pumpkin Soup
By: Helen Cooper
Grade Level: 3 / Guided Reading Level: N

Step by Step Directions:

1. Cut out the individual cards.
2. Fold on the solid line.
3. Complete the Vocabulary Card.
4. Add your Vocabulary Card to your notebook or use it for a classroom activity.

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1. Cut out the individual cards.
2. Fold on the solid line.
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Interactive Vocabulary Notebook Cards | ©BookPagez.com

Word Games with Words from Pumpkin Soup

Directions:
Fill in each blank with the correct vocabulary word from the word bank. Think about which word makes the most sense in each part of the story!

Fill-the-Blanks Story: The Soup Spill

The animals were making pumpkin soup together for their fall feast. Duck carefully _____ some soup into a small _____ in the kitchen! Suddenly, he _____ it, making a big _____ in the mess. The friends began to _____ over who would clean up the mess, while Cat just _____ away, fired from all the excitement.

Word Bank: drew pipkin racket plodded slopped squabble

Directions:
Unscramble each word below to find the correct vocabulary word. Then write the word on the line next to each scrambled word.

1. PGINBAGIP (clue: A loud musical instrument)
2. RIMDREEOBE (clue: Decorated with thread)
3. UMPRUS (clue: A noisy commotion)
4. FOFDESC (clue: Laughed in a mean way)
5. LOPEDPD (clue: Walked slowly)

Name: _____ ©BookPagez.com

Answer Key
Pumpkin Soup

any word from the word bank. Think about which part of the story!

Soup Spill
up together for their fall feast. up into a small pipkin g a big racket in the ver who would clean up the mess. ed from all the excitement.

racket
squabble

orrect vocabulary word. Then write ed word.

strument) Bagpiping
hread) Embroidered
Rumpus
way) Scoffed
Plodded

Answer Key | ©BookPagez.com

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections Pumpkin Soup
By: Helen Cooper
Grade Level: 3 / Guided Reading Level: N

Step by Step Directions:

1. Fold on the solid line.
2. Complete the Vocabulary Card.
3. Add your Vocabulary Card to your notebook or use it for a classroom activity.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPagez.com

Vocabulary Word Extension Activities

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

Visualize
Draw a picture to illustrate the meaning of the word.

Connect to Your Life
When or where have you seen it? Heard it? felt it, smelled it, or tasted it?

Directions:

1. Write a word from your reading that is new to you in the first column.
2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
3. Explain why you think your definition makes sense based on the context clues in the text.
4. Write the dictionary definition.
5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | ©BookPagez.com

Personalized Vocabulary Bookmark

WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book

Word Work
Pumpkin Soup
By: Helen Cooper
Grade Level: 3 / Guided Reading Level: N

Instructional Focus:
Initial, Medial, and Final Consonant Digraph "th"

Background:
The consonant digraph /th/ can occur at the beginning (initial), middle (medial), or ending (final) position of words. It can make two different sounds! It can make a soft "th" sound like in the word "theater" or a hard "th" sound like in the word "thunder".

Examples:

this	theater
together	thunder
three	thought

Materials and Preparation:

- A Copy of *Pumpkin Soup*
- Chart paper or whiteboard
- Digraph /th/ Word Work
- /th/ Picture Cards (1 set per student)
- /th/ Sorting Mat (1 per student)
- Optional - Word Detective Worksheet
- Optional - /th/ Photo

Step 1: Introduce the Focus of Word Work

Introduce Initial, Medial, and Final Consonant Digraph "th"

- Please use bullets to write a step by step lesson plan. (This section of the lesson plan should introduce the focus and provide students with visual examples.)
- Begin by writing /th/ on the anchor chart.
- Explain that the letters "t" and "h" together make 2 unique sounds: the soft /th/ sound and the hard /th/ sound.
- Discuss how "th" can be in the **initial**, **medial**, or **final** position in a word.
- Provide examples for each position:
 - Initial "th":** the, thank
 - Medial "th":** brother, nothing
 - Final "th":** bath, with
- Have students repeat the words to practice the two different sounds that /th/ can make. Ask students, "Can you feel the difference on your tongue when you say 'three' versus 'the'?"
- Ask students if they can think of any other words that have a /th/ in them. Add them to your anchor chart as students suggest them. Have students help you decide if their word has an initial, medial or final sound. Have students help you decide if their word has a soft or hard /th/ sound.

Sample Anchor Chart

/th/			
Initial	Medial	Final	
Soft /th/	thank	nothing	bath, with
Hard /th/	the	brother	

Step 2: Connect Word Work to Reading

Connect Word Work to Reading

Words with /th/ digraph found in the text:

- there's
- with
- through
- the
- they
- their
- then
- feathers
- th
- that
- anything
- they'd
- both
- path
- them
- thought
- think
- together

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

With optional activity to extend engagement

List of words in the book that match the instructional focus

Word Work
Pumpkin Soup
By: Helen Cooper
Grade Level: 3 / Guided Reading Level: N

Step 3: Guided Word Work Practice

Interactive Exploration

- Divide students into pairs.
- Provide each pair with a set of /th/ picture cards (cut the cards in advance) and a sorting mat.
- Show students how to match an image with the correct column on the mat (initial, medial, final). You can encourage students to also discuss whether or not they hear a soft or hard /th/ sound.
- Explain that this activity works best if you talk with your partner and say each /th/ word out loud as you work on categorizing.
- Their task, as a pair, is to sort all of their /th/ picture cards correctly.
- Set a timer for the activity (10-15 minutes).
- Visit each pair as they work. Discuss the correct answers at the end of the activity with the whole group.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of the **Digraph /th/ 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

- Ask students to be on the lookout for words with digraph /th/ 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 | ©BookPagez.com

Interactive Activity

Independent Practice Pages

/th/ Picture Cards Interactive Activity

/th/ Picture Cards Interactive Activity

			
	30		
	Thirty		3
	Wreath		
			
			

Guided Word Work Practice | ©BookPagez.com

Extension Activity

Word Detective: Digraph /th/ Extension Activity

Directions: Be a word detective! Be on the lookout for words with digraph /th/ while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | ©BookPagez.com

Consonant Digraph /th/ Word Work Practice Page

Directions: Use the /th/ words to fill in the blanks in the story below.

WORD BANK

Thursday bath Although clothing

/th/ Workshop Word Work Practice Page

Directions: Turn the word in the left hand column into a word with the digraph /th/. Then, mark it with an "S" if the /th/ is soft, or an "H" if the /th/ is hard.

	New word with digraph /th/	Is it soft "S" or hard "H"?
ink		
ear		
ought		
four		
too		
at		
under		
is		

Name: _____ Independent Word Work Practice | ©BookPagez.com

ASSESSMENTS

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



Running Record					
Title: Pumpkin Soup		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					
Page		COUNT		INFORMATION USED	
		E	SC	E MSV	SC MSV
1	Deep in the woods there's an old white cabin with pumpkins in the garden. there's a good smell of soup, and at night, with luck, you might see a baggiping Cat through the window, and a Squirrel with a banjo, and a small singing Duck.				

Tested By: _____ ©BookPagez.com

Common Core Assessment:
One question for each Reading Informational OR Reading Literature standard (1-7)



Pumpkin Soup CCSS Assessment	Name: _____ Score: / 7
Directions: Use what you know about <i>Pumpkin Soup</i> to answer each of the following questions.	
1. Why do the characters make pumpkin soup together in the story? <input type="radio"/> A They each had a special role in making the soup. <input type="radio"/> B They found a big pumpkin and didn't want it to go to waste. <input type="radio"/> C They were starving. <input type="radio"/> D They needed to make a meal for other animals.	
2. What lesson do the characters learn by the end of the story? <input type="radio"/> A Pumpkin soup is a complicated recipe. <input type="radio"/> B It is important to work through conflicts with your friends. <input type="radio"/> C Ducks are better cooks than cats and squirrels. <input type="radio"/> D Soup tastes better with a secret ingredient.	
3. Why does the Duck want to try stirring the soup? <input type="radio"/> A Duck thinks stirring is easy. <input type="radio"/> B Duck wants to help and have a turn. <input type="radio"/> C Duck doesn't trust Cat and Squirrel to stir. <input type="radio"/> D Duck is bored and wants something to do.	
4. Which of the following was a result of the fight between Cat, Squirrel, and Duck? <input type="radio"/> A Cat decided to trade jobs with Duck. <input type="radio"/> B The pumpkin soup burnt and they never got to eat it. <input type="radio"/> C Squirrel ran away. <input type="radio"/> D Duck ran away.	

CCSS Assessment 3rd Grade Reading Standards for Literature

5. How does the Duck's point of view about making the soup differ from the Cat and the Squirrel's? (RL.3.6) <input type="radio"/> A Duck doesn't want to make soup at all. <input type="radio"/> B Duck wants to make soup alone, while Cat and Squirrel want to do it together. <input checked="" type="radio"/> C Duck wants to have a turn with all the jobs, while Cat and Squirrel want things to stay the same. <input type="radio"/> D Duck thinks soup is boring, while Cat and Squirrel love it.
6. How does the illustration of the Cat, Squirrel and Duck making soup at the end of the story help you to better understand what happened? (RI.3.7) <input type="radio"/> A It shows that they have run out of ingredients for the soup. <input type="radio"/> B It shows that the friends are upset with each other. <input checked="" type="radio"/> C It shows that the friends are back together and working as a team again. <input type="radio"/> D It shows that the soup turned out poorly.
7. Which of the following did the Cat and the Squirrel not do when Duck leaves the cabin? (RI.3.10) <input type="radio"/> A Look for Duck by the river. <input type="radio"/> B Feel worried and miss Duck. <input type="radio"/> C Try to make the soup without Duck. <input checked="" type="radio"/> D Take a nap together.

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Answer Key



WORKSHEETS

Name: _____ Date: _____

Directions:
In *Pumpkin Soup*, Cat, Duck, and Squirrel learned that making something delicious requires teamwork and understanding. Now, it's your turn to use what you know from the story to write a recipe for the story.

Recipe: The Pumpkin Soup Story

Ingredients (Main Characters)

• _____

• _____

• _____

Step-by-Step Instructions (Plot)

Cooking Tools (Settings in the Story)

• _____

• _____

• _____




Cooking Tips (Lessons Learned)

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The Cool Bean Self Portrait

Name: _____

Directions:
In *Pumpkin Soup*, Cat, Duck, and Squirrel went through lots of different emotions while making their soup. Think about how Cat, Duck, and Squirrel felt at different times—were they happy, sad, or maybe even frustrated? Draw a face and name the emotion to tell what each character felt at different parts of the story.

Setting	 Duck's Feelings	 Cat's Feelings	 Squirrel's Feelings
At the beginning in the Old White Cabin	<input type="text"/>	<input type="text"/>	<input type="text"/>
In the surrounding woods	<input type="text"/>	<input type="text"/>	<input type="text"/>
At the Riverbank	<input type="text"/>	<input type="text"/>	<input type="text"/>
In the Pumpkin Patch	<input type="text"/>	<input type="text"/>	<input type="text"/>
Back at the Old White Cabin	<input type="text"/>	<input type="text"/>	<input type="text"/>

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Kindness Chain

Name: _____ Date: _____

Directions:

- These are cause and effect cards for *Pumpkin Soup*. Read the cards.
- Cut out the cause and effect cards.
- Mix the cards up then place them face down in front of you.
- Turn two cards over. If the cause and effect are a match, keep the cards and place them on your sorting mat. If they don't match flip them back over.
- Play until you find all the matches.
- Hint: The cards with a square are cause cards. The cards with a circle are effect cards.

The Duck took Squirrel's special spoon because

The Cat and the Squirrel argued with the Duck because

The Duck ran away because

The Cat and the Squirrel searched for the Duck because

he felt unappreciated by his friends.

they missed him and wanted to make things right.

he wanted a turn being Head Cook.

they didn't want him to change their routine.

REMEMBER!
Cause is why something happened.
Effect is what happened.

EFFECT CARDS

1

2

3

4

EFFECT CARDS

he wanted a turn being Head Cook.

they didn't want him to change their routine.

he felt unappreciated by his friends.

they missed him and wanted to make things right.

©BookPagez.com | Cause and Effect Sorting Mat for Pumpkin Soup

Compare and Contrast Matching Game and Answer Key

Compare and Contrast Questions Stems and Answer Key

Answer Key

Directions:
The first part of the sentences below tell what happened (the effect) in the book, *Pumpkin Soup*. Complete each sentence by telling the cause.

Pumpkin Soup Cause and Effect

because he wanted a turn being

he Duck because they didn't want him to

appreciated by his friends.

he Duck because they missed him

g happened. The **effect** is what happened.

Reading Tip!
Remember: The **cause** is why something happened. The **effect** is what happened.

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