

# Here's What You'll Get in the Carrot Seed Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Making Inferences Lesson Plan

**Making Inferences**

**The Carrot Seed**  
By: Ruth Krauss  
Grade Level: 1 / Guided Reading Level: G

**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**  
An industrious little boy plants a carrot seed, patiently caring for it and never giving up hope. Although everyone tells him that it won't grow, he perseveres because he has faith that the seed will grow. And grow it does, just like he knew it would!

**Link to What You Know**  
Tell about a time you wanted to try something new, like riding a bike, or playing the piano. What did you and your family say?  
What are your dreams for your future? What steps do you take for completing those dreams?

**Important Words to Know and Understand**  
**Sprinkled** - To drop or spread small pieces or amounts of something over something.  
**Weeds** - A plant that grows very quickly where it is not wanted and covers or kills other plants.

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

**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 if 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

**Making Inferences**

**The Carrot Seed**  
By: Ruth Krauss  
Grade Level: 1 / Guided Reading Level: G

**3**  
**Make Inferences While Reading**  
Look for clues that tell you how a character might be feeling or what they might be thinking  
Study the pictures. What do you notice about characters, settings, 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.  
**Cover** - Look at the cover. Make an inference about what you think the boy is doing.  
**Page 2** - What can you infer about how the little boy might have used the shovel?  
**Page 4** - Explain why there is a picture of a carrot on a stick in the ground.  
**Page 20** - How is this picture different than the pictures on pages 12 and 14? What can you infer about what is happening here?  
**Page 24** - What is the little boy doing? Infer why he is using a wheelbarrow to carry his carrot.

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

**Time to Reflect**  
**Think** - What types of inferences did you make while reading *The Carrot Seed*? 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 good 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 *The Carrot Seed*. 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 *The Carrot Seed*. (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

**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

**3**  
**Retell and Summarize While Reading**  
Look for clues that tell you how a character might be feeling or what they might be thinking  
Study the pictures. What do you notice about characters, settings, and events?

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

**4**  
**Notice the Work You Did While Reading**  
Think  
Talk  
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.  
**Intro** - Look at the cover. Make an inference about what you think the boy is doing.  
**Page 1** - How does the boy get the carrot seed?  
**Page 12** - How does the boy get the carrot seed?  
**Page 14** - How does the boy get the carrot seed?  
**Page 20** - How does the boy get the carrot seed?  
**Page 24** - How does the boy get the carrot seed?

**Time to Reflect**  
**Think** - What types of inferences did you make while reading *The Carrot Seed*? 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 good 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 *The Carrot Seed*. 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 *The Carrot Seed*. (Remember to include examples from the book!)

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Retelling & Summarizing

**Making Connections**

**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**  
**Make Connections While Reading**  
Look for clues that tell you how a character might be feeling or what they might be thinking  
Study the pictures. What do you notice about characters, settings, and events?

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

**4**  
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Think  
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**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. Make an inference about what you think the boy is doing.  
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**Page 14** - How does the boy get the carrot seed?  
**Page 20** - How does the boy get the carrot seed?  
**Page 24** - How does the boy get the carrot seed?

**Time to Reflect**  
**Think** - What types of inferences did you make while reading *The Carrot Seed*? 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 good 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 *The Carrot Seed*. 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 *The Carrot Seed*. (Remember to include examples from the book!)

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Making Connections

**Identifying the Author's Purpose**

**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**  
**Identify the Author's Purpose While Reading**  
Look for clues that tell you how a character might be feeling or what they might be thinking  
Study the pictures. What do you notice about characters, settings, and events?

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

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

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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.  
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**Page 14** - How does the boy get the carrot seed?  
**Page 20** - How does the boy get the carrot seed?  
**Page 24** - How does the boy get the carrot seed?

**Time to Reflect**  
**Think** - What types of inferences did you make while reading *The Carrot Seed*? 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 good 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 *The Carrot Seed*. 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 *The Carrot Seed*. (Remember to include examples from the book!)

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Author's Purpose

**Asking Questions**

**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**  
**Ask Questions While Reading**  
Look for clues that tell you how a character might be feeling or what they might be thinking  
Study the pictures. What do you notice about characters, settings, and events?

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

**4**  
**Notice the Work You Did While Reading**  
Think  
Talk  
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 1** - How does the boy get the carrot seed?  
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**Page 20** - How does the boy get the carrot seed?  
**Page 24** - How does the boy get the carrot seed?

**Time to Reflect**  
**Think** - What types of inferences did you make while reading *The Carrot Seed*? 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 good 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 *The Carrot Seed*. 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 *The Carrot Seed*. (Remember to include examples from the book!)

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Asking Questions

**Answer Key for Retelling and Summarizing with The Carrot Seed**

**Your Turn to Practice Retelling and Summarizing with The Carrot Seed**

**Answer Key for Identifying the Author's Purpose with The Carrot Seed**

**Your Turn to Practice Identifying the Author's Purpose with The Carrot Seed**

**Answer Key for Making Connections with The Carrot Seed**

**Your Turn to Practice Making Connections with The Carrot Seed**

**Answer Key for Making Inferences with The Carrot Seed**

**Your Turn to Practice Making Inferences with The Carrot Seed**

**Answer Key for Asking Questions with The Carrot Seed**

**Your Turn to Practice Asking Questions with The Carrot Seed**

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Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

## The Carrot Seed: Asking Questions

The little boy planted a carrot seed. What do you think the boy thought about before he planted his seed?

I can ask and answer questions about key details in text. CCSS: RL.1.1

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

## The Carrot Seed: Asking Questions

The little boy planted a carrot seed. What do you think the boy thought about before he planted his seed?

I can ask and answer questions about key details in text. CCSS: RL.1.1

## The Carrot Seed: Asking Questions

The little boy planted a carrot seed. What do you think the boy thought about before he planted his seed?

I can ask and answer questions about key details in text. CCSS: RL.1.1

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

## The Carrot Seed: Asking Questions

The little boy planted a carrot seed. What do you think the boy thought about before he planted his seed?

## The Carrot Seed: Asking Questions

The little boy planted a carrot seed. What do you think the boy thought about before he planted his seed?

## The Carrot Seed: Asking Questions

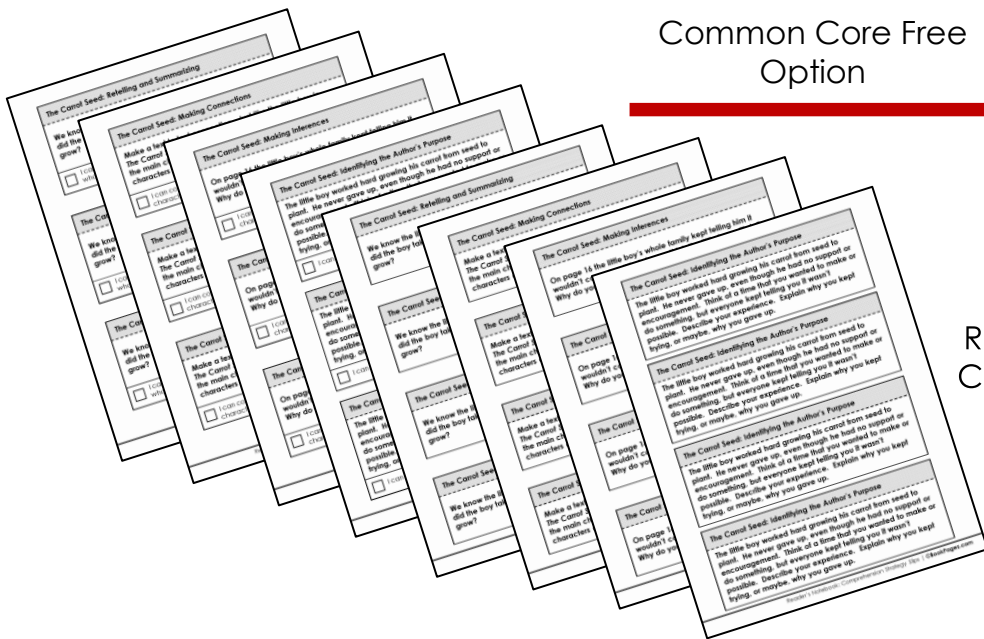
The little boy planted a carrot seed. What do you think the boy thought about before he planted his seed?

## The Carrot Seed: Asking Questions

The little boy planted a carrot seed. What do you think the boy thought about before he planted his seed?

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

**Retelling and Summarizing**  
Title: \_\_\_\_\_  
What is this book about?  
Draw a picture or write a sentence for each box below.

First	Next
Then	Last

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

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Connections

**Making Inferences**  
Title: \_\_\_\_\_  
What the Text Says  
What I Know  
What I Can Infer  
Draw a picture to illustrate your inference.

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

**Identifying the Author's Purpose**  
Title: \_\_\_\_\_  
Who is the author of your book?  
What was the author's purpose for writing this book? How do you know?  
 To Persuade  To Inform  To Entertain  
I know the author wanted to me because...

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

**Asking Questions**  
Title: \_\_\_\_\_  
Question Sentence Starters  
I wonder... Why didn't... How does...  
I am confused about... I am curious about... I am not sure why...  
Question Answer  
Question Answer  
Question Answer

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

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Asking Questions

# Vocabulary Connections Resources

**Vocabulary Connections** The Carrot Seed  
By: Ruth Krauss  
Grade Level: 1 / Guided Reading Level: G

**Important Words to Know and Understand in "The Carrot Seed"**

**Afraid**  
Used in the phrase "I'm afraid" as a polite way of showing that you are sorry about a disappointing statement

**Around**  
On all sides of (something or someone)

**Carrot**  
The long orange root of a plant that is eaten as a vegetable

**Ground**  
The soil that is on the surface of the earth

**Known**  
To be certain of (something)

**Planted**  
To put (a seed, flower, or plant) in the ground to grow

**Pulled**  
To remove (something) by gripping it and using force

**Seed**  
A small object produced by a plant from which a new plant can grow

**Sprinkled**  
To drop or spread small pieces or amounts of something over something

**Weeds**  
The plant that grows very quickly where it is not wanted and covers or kills other plants

Vocabulary Word List | ©BookPages.com

## Important Words to Know and Understand in The Carrot Seed Word List

**Vocabulary Connections** The Carrot Seed  
By: Ruth Krauss  
Grade Level: 1 / Guided Reading Level: G

Afraid	Around	Carrot
Ground	Known	Planted

Picture Vocabulary Sorting Cards | ©BookPages.com

## Word and Picture Sorting Cards

**Vocabulary Connections** The Carrot Seed  
By: Ruth Krauss  
Grade Level: 1 / Guided Reading Level: G

Afraid	Around	Carrot
Used in the phrase "I'm afraid" as a polite way of showing that you are sorry about a disappointing statement	On all sides of (something or someone)	The long orange root of a plant that is eaten as a vegetable
Ground	Known	Planted
The soil that is on the surface of the earth	To be certain of (something)	To put (a seed, flower, or plant) in the ground to grow

Picture Vocabulary Sorting Cards | ©BookPages.com

## Word and Definition Sorting Cards

**Vocabulary Connections** The Carrot Seed  
By: Ruth Krauss  
Grade Level: 1 / Guided Reading Level: G

Ground is a/an noun verb adverb adjective	Known is a/an noun verb adverb adjective	Planted is a/an noun verb adverb adjective
Definition of Ground:	Definition of Known:	Definition of Planted:
Ground looks like this:	Known looks like this:	Planted looks like this:
Ground reminds me of:	Known reminds me of:	Planted reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

## Interactive Vocabulary Notebook Cards

**Word Games with Words from The Carrot Seed**

**Directions:** Write the vocabulary words in ABC order on the space provided.

**Word Bank**  
CARROT  
GROUND  
KNOWN  
SPRINKLED  
WEEDS  
PLANTED  
PULLED  
SEED  
AFRAID  
AROUND

Identify the image below and shade it with an orange color.

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

**Word Games The Carrot Seed**

**Directions:** Write the vocabulary words in ABC order on the space provided.

**Word Bank**  
CARROT  
GROUND  
KNOWN  
SPRINKLED  
WEEDS  
PLANTED  
PULLED  
SEED  
AFRAID  
AROUND

Identify the image below and shade it with an orange color.

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

Answer Key | ©BookPages.com

## Word Games and Answer Key

**Vocabulary Connections** The Carrot Seed  
By: Ruth Krauss  
Grade Level: 1 / Guided Reading Level: G

**The Carrot Seed**  
By Ruth Krauss

A new word that I learned in this book is: \_\_\_\_\_

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

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

## Personalized Vocabulary Bookmark

**Vocabulary Connections** Name: \_\_\_\_\_

**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 it 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?

\_\_\_\_\_

**Vocabulary Connections** Name: \_\_\_\_\_

**Directions:**

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- 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 | ©BookPages.com

## Vocabulary Word Extension Activities

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**The Carrot Seed**  
By: Ruth Krauss  
Grade Level: 1 / Guided Reading Level: G

**Word Work**

**Instructional Focus:**  
Beginning Consonant Blends

**Background:**  
Blending consonants smoothly, our goal for beginning readers, distinguish individual letters (as a new sound). Blending consonants a word. Although some words should concentrate on only one.

**Examples:**

spoon	sp
clown	cl
slip	sl

**Materials and Preparation:**

- A Copy of *The Carrot Seed*
- Chart Paper
- Scissors
- String or Ribbon
- 4 copies of Train Engine
- 3 copies of Connector C
- 4 copies of One Connector
- Beginning Consonant Blends
- Optional - Word Detective

**The Carrot Seed**  
By: Ruth Krauss  
Grade Level: 1 / Guided Reading Level: G

**Word Work**

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

**Introduce Beginning Consonant Blends**

- Introduce the term "blending". Two consonants sounded together smoothly.
- Blending can be explained as "keeping sounds hooked together" or not "chopping up" the sounds.
- Even though we can still hear each letter, we want to be able to say it smoothly.
- Using train cars as an example, draw five or six rectangles across the chart paper or interactive board with circles for wheels and lines connecting them, like a train. Using a word from the Sample Chart, fill in each box with a letter. Have the class say the word together.
- Explain, if we keep the cars together, the sounds will come out smoothly.
- Erase the lines (connectors) of the "cars." Explain, if the train cars come apart from one another, the train falls apart, making the sounds choppy.
- Now demonstrate a choppy sounding word, enunciating each phoneme.
- Redraw the connecting lines between the "cars," and have the children say the word smoothly again.
- Try several different words as examples.
- When we learn to blend smoothly while we read, reading will become more enjoyable.
- Explain that blends can be found in different parts of words, but today we are concentrating on beginning sound blends.

**SAMPLE ANCHOR CHART**

plant
sprout
green
still

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

**Beginning Consonant Blends in the Text**

- Tell the students that the book they will be reading today has some words with beginning blended sounds.
- Show them **page 1 of *The Carrot Seed***. Tell the students to listen carefully and look at the words while you read. Ask the students to raise their hands when they hear a beginning consonant blend.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words with beginning consonant blends. Remind them to be polite and not to interrupt you while you read.
- Read ***The Carrot Seed***.

**Examples of Beginning Consonant Blends Found in the Text:**

- planted • brother • ground • sprout

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

**The Carrot Seed**  
By: Ruth Krauss  
Grade Level: 1 / Guided Reading Level: G

**Word Work**

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Using the same concept, print out enough copies of the Word Work Practice sheets for each student.
- Have students cut out the train words with the beginning consonant blends on the engine and the remaining letters on the cars.
- Ask students to carefully mix up the letter "cars" on their desks.
- Give the students a word to "hook up" on their desks. Remind them that the skill we are practicing is beginning consonant blends.
- Ask them to tell their neighbor what word they made. Are they saying the words smoothly? Walk around the classroom and monitor them as they do this.
- Continue with this activity until they have connected all the words presented.
- Ask them if they can make any different words with the consonant blend trains.
- Have them share with the class or with their neighbor, saying aloud together.
- Have the students take them home, or keep in their desks for further practice.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of **Beginning Consonant Blends 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 3-5 students to share what they learned with the group.

Word Work Lesson Plan | @BookPagez.com

Interactive Activities

**Beginning Consonant Blends Interactive Activity**

pl anted	br other	ay ayed
spr inkled	ace ace	ing ing
gr ound	ain ain	

Guided Word Work Practice | @BookPagez.com

Independent Practice Page

Extension Activity

**Word Detective: Beginning Consonant Blends Extension Activity**

**Directions:**  
Be a word detective!  
Be on the lookout for **beginning consonant blends** 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

**Beginning Consonant Blends Word Work Practice Page**

**Directions:**  
Choose the beginning blend that correctly fits the picture. Write it in the spaces. Say the word smoothly. Some will be used more than once.

pl	fr	gr	spr	br	tr
og	ab	other	inkled		
ain	oup	ay	ap		
ing	y	ound	eak		
ain	anted	ick	ame		

Write a sentence or two about the little boy in *The Carrot Seed* using some of the words above.

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: <i>The Carrot Seed</i>		Guided Reading Text Level: G	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
				E SC E MSV SC MSV
Page				
1	A little boy planted a carrot seed.			
3	His mother said, "I'm afraid it won't come up."			
5	His father said, "I'm afraid it won't come up."			
7	And his big brother said "It won't come up."			
9	Every day the little boy pulled up the weeds around the seed and sprinkled the ground with water.			
11	But nothing came up.			
13	And nothing came up.			
15	Everyone kept saying it wouldn't come up.			
Analysis and Comments:				
Tested By: _____				©BookPagez.com

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

The Carrot Seed CCSS Assessment	Name: _____ Score: / 9
<b>Directions:</b> Use what you know about <i>The Carrot Seed</i> to answer each of the following questions.	
1. What happened at the end of the story?	
<input type="radio"/> A Nothing grew from the boy's seed. <input type="radio"/> B The little boy planted a seed. <input type="radio"/> C The little boy took care of the seed in the ground. <input type="radio"/> D A huge carrot grew out of the ground.	
2. What problem did the little boy have with his seed?	
<input type="radio"/> A He thought it was a carrot seed, but it was for a pumpkin. <input type="radio"/> B The seed was not growing. <input type="radio"/> C The seed grew too fast. <input type="radio"/> D The seed was eaten by a bird.	
3. What did the little boy do in the middle of the story? (RI.1.3)	
<input type="radio"/> A He asked his mom for help. <input type="radio"/> B He gave up and stopped caring for the seed. <input type="radio"/> C He was patient and did not give up caring for the seed. <input type="radio"/> D He got angry because the seed was not growing.	
4. The author writes that "...a carrot came up just as the little boy had known it would." What does that tell you about the boy's feelings?	
<input type="radio"/> A He felt very tired. <input type="radio"/> B He felt proud and happy. <input type="radio"/> C He felt sad. <input type="radio"/> D He felt angry at his family.	
CCSS Assessment 1 <sup>st</sup> Grade Reading Standards for Literature	

The Carrot Seed CCSS Assessment Answer Key
<b>Directions:</b> Use what you know about <i>The Carrot Seed</i> to answer each of the following questions.
1. What happened at the end of the story? (RI.1.1)
<input type="radio"/> A Nothing grew from the boy's seed. <input type="radio"/> B The little boy planted a seed. <input type="radio"/> C The little boy took care of the seed in the ground. <input checked="" type="radio"/> D A huge carrot grew out of the ground.
2. What problem did the little boy have with his seed? (RI.1.2)
<input type="radio"/> A He thought it was a carrot seed, but it was for a pumpkin. <input checked="" type="radio"/> B The seed was not growing. <input type="radio"/> C The seed grew too fast. <input type="radio"/> D The seed was eaten by a bird.
3. What did the little boy do in the middle of the story? (RI.1.3)
<input type="radio"/> A He asked his mom for help. <input type="radio"/> B He gave up and stopped caring for the seed. <input checked="" type="radio"/> C He was patient and did not give up caring for the seed. <input type="radio"/> D He got angry because the seed was not growing.
4. The author writes that "...a carrot came up just as the little boy had known it would." What does that tell you about the boy's feelings? (RI.1.4)
<input type="radio"/> A He felt very tired. <input checked="" type="radio"/> B He felt proud and happy. <input type="radio"/> C He felt sad. <input type="radio"/> D He felt angry at his family.
CCSS Assessment 1 <sup>st</sup> Grade Reading Standards for Literature   BookPagez.com

Answer Key




# Bonus Activity

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

**Directions:**  
The author of **The Carrot Seed** wanted you to know about perseverance. You have perseverance when you keep doing something even if it's hard.

Read each of the tasks below. Then use your green crayon to shade the tasks you can do now. Use your orange crayon to shade the tasks you will do in the future.

Brush my teeth	Go to college	Climb a tree	Grow a plant
Get married	Cook breakfast	Swim	Wash dishes
Tell time with a clock	Feed a pet	Make my bed	Roller skate
Tie my shoes	Comb my hair	Vote	Play the piano
Drive a car	Jump rope	Ride a bike	

Extension Activity | ©BookPagez.com

## Bonus Extension Activity

# Complete Common Core Alignment

<p><b>Common Core State Standards Correlation</b></p> <p>The Carrot Seed Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Carrot Seed" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Reading and Summarizing Lesson Plan and Resources</b></p> <p>Reading: Literature</p> <p><b>RI.1.1</b> - Ask and answer questions about key details in text.</p> <p><b>RI.1.2</b> - Recall details, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>RI.1.3</b> - Describe characters, settings, and major events in a story using key details.</p> <p><b>RI.1.7</b> - Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>RI.1.9</b> - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p><b>RF.1.1</b> - Demonstrate understanding of the organization of basic features of print.</p> <p><b>RF.1.2</b> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p><b>W.1.1</b> - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.1.8</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking &amp; Listening</p> <p><b>SL.1.1b</b> - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b>SL.1.2</b> - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>SL.1.5</b> - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Language</p> <p><b>L.1.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>The Carrot Seed CCSS Alignment   ©BookPagez.com</p>	<p><b>Common Core State Standards Correlation</b></p> <p>The Carrot Seed Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Carrot Seed" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Reading Connections Lesson Plan and Resources</b></p> <p>Reading: Literature</p> <p><b>RI.1.1</b> - Ask and answer questions about key details in text.</p> <p><b>RI.1.4</b> - Identify words and phrases in stories or poems that suggest feeling or appeal to the senses.</p> <p><b>RI.1.7</b> - Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>RI.1.9</b> - Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>RI.1.9</b> - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p><b>RF.1.1</b> - Demonstrate understanding of the organization of basic features of print.</p> <p><b>RF.1.2</b> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p><b>W.1.1</b> - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.1.8</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking &amp; Listening</p> <p><b>SL.1.1b</b> - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b>SL.1.2</b> - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.3</b> - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>SL.1.5</b> - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Language</p> <p><b>L.1.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>The Carrot Seed CCSS Alignment   ©BookPagez.com</p>	<p><b>Common Core State Standards Correlation</b></p> <p>The Carrot Seed Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Carrot Seed" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Identifying the Author's Purpose Lesson Plan and Resources</b></p> <p>Reading: Literature</p> <p><b>RI.1.2</b> - Recall details, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>RI.1.3</b> - Identify who is telling the story of various details in a text.</p> <p><b>RI.1.9</b> - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p><b>RF.1.1</b> - Demonstrate understanding of the organization of basic features of print.</p> <p><b>RF.1.2</b> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p><b>W.1.1</b> - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.1.8</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking &amp; 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## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

**Common Core State Standards Correlation**

The Carrot Seed Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "The Carrot Seed" correlate with the following English Language Arts Common Core State Standards for first grade.

**Vocabulary Connections Lesson Plan and Resources**

Language

**L.1.4b** - Use sentence-level context as a clue to the meaning of a word or phrase.

**L.1.6** - Identify real-life connections between words and their use in the pieces of home that are easy.

**L.1.4** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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**Common Core State Standards Correlation**

The Carrot Seed Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "The Carrot Seed" correlate with the following English Language Arts Common Core State Standards for first grade.

**Word Work Lesson Plan and Resources**

Reading: Foundational Skills

**RF.1.3** - Know and apply the grade-level phonics and word analysis skills in decoding words.

**RF.1.4** - Recall details, including key details, and demonstrate understanding of their central message or lesson.

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Vocabulary Connections  
Common Core Alignment

Word Work  
Common Core Alignment

# Student Facing Resources in Spanish for The Carrot Seed Super Pack

## 5 Comprehension Strategy Practice Pages

### Retelling and Summarizing Practice Page

**Tu turno para practicar: Volver a contar y resumir con The Carrot Seed (La semilla de zanahoria)**

**Página 2:**  
¿Cuál es el escenario de esta historia? ¿Dónde tuvo lugar? ¿Cómo lo sabes?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 7:**  
El niño pequeño es el personaje principal. ¿Quiénes son los otros personajes en esta historia?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


**Página 10:**  
El niño plantó su semilla. Nombra dos formas en que cuida su simiente.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_



### Page by Page Guided Questions

### Answer Key


**Volver a contar y resumir con The Carrot Seed (La semilla de zanahoria)**

**Página 2:**  
¿Cuál es el escenario de esta historia? ¿Dónde tuvo lugar? ¿Cómo lo sabes?  
Las respuestas varían. Podrían incluir: El escenario de la historia está afuera en la tierra, tal vez en un jardín. Lo sé porque el niño tiene una pala y una semilla. Tomas una pala y semillas en el jardín.

**Página 7:**  
El niño pequeño es el personaje principal. ¿Quiénes son los otros personajes en esta historia?  
Las respuestas varían. Podrían incluir: La mamá, el papá y el hermano mayor del pequeño son los otros personajes.

**Página 10:**  
El niño plantó su semilla. Nombra dos formas en que cuida su simiente.  
Las respuestas varían. Podrían incluir: El niño pequeño regó y sacó malas hierbas.

Nombre: \_\_\_\_\_



Sample answers written in Spanish

### Hacer conexiones con The Carrot Seed (La semilla de zanahoria)

**Página 22:**  
Haga una conexión texto a texto con otros cuentos.  
Las respuestas varían.

**Página 4:**  
Haga una conexión texto a texto con otros cuentos que no podrá leer.  
Las respuestas varían.

**Página 21:**  
Haga una conexión texto a texto con The Carrot Seed.  
Las respuestas varían. Podrían incluir: plantar la semilla, regar la semilla, cuidar la semilla.

**Página 16:**  
Haga una conexión texto a texto con The Carrot Seed.  
Las respuestas varían. Podrían incluir: cómo son iguales y diferentes.

**Página 15:**  
Haga una conexión texto a texto con The Carrot Seed.  
Las respuestas varían. Podrían incluir: cómo se da por vencido.

Nombre: \_\_\_\_\_

Making Connections

### Hacer preguntas con The Carrot Seed (La semilla de zanahoria)

**Página 21:**  
¿Qué finalidad tiene el texto? ¿Qué finalidad crees que tiene el texto?  
Las respuestas varían. Podrían incluir: el propósito del texto es informar, enseñar, divertir, etc.

**Página 24:**  
El niño está leyendo el libro. ¿Qué preguntas le harías?  
Las respuestas varían. Podrían incluir: ¿Cómo se puso la semilla? ¿Qué pasó con la semilla?

**Página 3:**  
¿Qué quiso decir la madre cuando dijo: "Me temo que no saldrá"? ¿Por qué tenía miedo?  
Las respuestas varían. Podrían incluir: porque el niño era pequeño y tenía miedo de que la semilla no creciera.

**Página 17:**  
Sigue cuidando la semilla, aunque su familia le dijo que no crecerá. ¿Qué preguntas le harías al niño?  
Las respuestas varían. Podrían incluir: ¿Cómo se puso la semilla? ¿Qué pasó con la semilla?

Nombre: \_\_\_\_\_

Asking Questions

### Hacer inferencias con The Carrot Seed (La semilla de zanahoria)

**Página 2:**  
Mira el foro. Haz una inferencia sobre el libro. ¿Qué crees que está haciendo el chico?  
Las respuestas varían. Podrían incluir: está haciendo un jardín.

**Página 2:**  
Mira el foro. Haz una inferencia sobre el libro. ¿Qué crees que está haciendo el chico?  
Las respuestas varían. Podrían incluir: está haciendo un jardín.

**Página 4:**  
Explica por qué el niño podría haber usado la pala.  
Las respuestas varían. Podrían incluir: para sacar malas hierbas.

**Página 4:**  
Explica por qué hay una imagen de una zanahoria en un palo en el suelo.  
Las respuestas varían. Podrían incluir: porque el niño estaba haciendo un jardín.

Nombre: \_\_\_\_\_

Making Inferences

### Identifica el propósito del autor con The Carrot Seed (La semilla de zanahoria)

**Tu turno para practicar: Identifica el propósito del autor con The Carrot Seed (La semilla de zanahoria)**

**El foro:**  
Estudia el foro. ¿De qué crees que va a tratar el libro?  
Las respuestas varían. Podrían incluir: cómo cuidar una semilla.

**Página 13:**  
¿El autor dijo dos veces que no salió nada? ¿Por qué crees que el autor estaba tratando de decirle al lector?  
Las respuestas varían. Podrían incluir: porque el niño estaba aprendiendo a esperar.

**Páginas 15 a 16:**  
¿Cómo se puso el niño? ¿Cómo te sentirías?  
Las respuestas varían. Podrían incluir: se puso triste.

Nombre: \_\_\_\_\_

Author's Purpose

# Writing About Reading with Optional CCSS Alignment

"I Can" Statement

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

**The Carrot Seed (La semilla de zanahoria): Hacer conexiones**

Haga una conexión texto a texto. Al igual que el niño de La semilla de zanahoria, elige otra historia en la que el personaje principal espere pacientemente. ¿Cómo se parecen estos dos personajes? ¿En qué se diferencian?

Puedo comparar lo que sucede con los personajes en las historias.

CCSS: RL.1.9

**The Carrot Seed (La semilla de zanahoria): Hacer conexiones**

Haga una conexión texto a texto. Al igual que el niño de La semilla de zanahoria, elige otra historia en la que el personaje principal espere pacientemente. ¿Cómo se parecen estos dos personajes? ¿En qué se diferencian?

Puedo comparar lo que sucede con los personajes en las historias.

CCSS: RL.1.9

**The Carrot Seed (La semilla de zanahoria): Hacer conexiones**

Haga una conexión texto a texto. Al igual que el niño de La semilla de zanahoria, elige otra historia en la que el personaje principal espere pacientemente. ¿Cómo se parecen estos dos personajes? ¿En qué se diferencian?

Puedo comparar lo que sucede con los personajes en las historias.

CCSS: RL.1.9

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

**The Carrot Seed (La semilla de zanahoria): Hacer conexiones**

Haga una conexión texto a texto. Al igual que el niño de La semilla de zanahoria, elige otra historia en la que el personaje principal espere pacientemente. ¿Cómo se parecen estos dos personajes? ¿En qué se diferencian?

**The Carrot Seed (La semilla de zanahoria): Hacer conexiones**

Haga una conexión texto a texto. Al igual que el niño de La semilla de zanahoria, elige otra historia en la que el personaje principal espere pacientemente. ¿Cómo se parecen estos dos personajes? ¿En qué se diferencian?

**The Carrot Seed (La semilla de zanahoria): Hacer conexiones**

Haga una conexión texto a texto. Al igual que el niño de La semilla de zanahoria, elige otra historia en la que el personaje principal espere pacientemente. ¿Cómo se parecen estos dos personajes? ¿En qué se diferencian?

**The Carrot Seed (La semilla de zanahoria): Hacer conexiones**

Haga una conexión texto a texto. Al igual que el niño de La semilla de zanahoria, elige otra historia en la que el personaje principal espere pacientemente. ¿Cómo se parecen estos dos personajes? ¿En qué se diferencian?

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

**Volver a contar y resumir**  
Título: \_\_\_\_\_  
¿De qué es este libro?  
¿Es ficción o no ficción?  
Haz un dibujo o escribe una oración para cada cuadro abajo.

Primero	Luego
Después	Entonces

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

Comprehension Strategy Graphic Organizer | @BookPagez.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 mi mismo  
 Texto a texto  
 Texto al mundo  
Haz un dibujo de tu conexión abajo.

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Connections

**Hacer inferencias**  
Le que dice el texto  
Le que yo sé  
Lo que puedo inferir  
Haz un dibujo para mostrar tu inferencia.

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Inferences

**Identifica el propósito del autor**  
Título: \_\_\_\_\_  
¿Quién es el autor de tu libro?  
¿Cuál fue el propósito del autor para escribir este libro? ¿Cómo lo sabes?  
 Para persuadir  
 Para informar  
 Para entretener  
¿A qué el autor quería porque... \_\_\_\_\_

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Author's Purpose

**Hacer preguntas**  
Título: \_\_\_\_\_  
Muéstrame para empezar una conexión  
¿Quieres saber...? ¿Por qué no...? ¿Cómo...? ¿Puntos...?  
Me confundió cuando... Estoy curioso por saber... No estoy seguro por qué...  
Pregunta Respuesta  
Pregunta Respuesta  
Pregunta Respuesta

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Asking Questions



# Extension Activity

Nombre: \_\_\_\_\_ La fecha: \_\_\_\_\_

**Direcciones:**

El autor de **The Carrot Seed** quería que supieras sobre la perseverancia. Tienes perseverancia cuando hacienda algo, incluso si es difícil. Lea cada una de las tareas abajo. Luego use su crayón anaranjado para sombread las tareas hará en el future.

Cepillame los  
dientes

Ir a la  
universidad

Subirse a un  
árbol

Cultivar una  
planta

Casarse

Hacer  
desayuno

Nadar

Lavarlos  
platos

Dile la hora  
con un reloj

Alimentar a  
una mascota

Hacer mi  
cama

Patín

Atar mis  
zapatos

Peinarme

Votar

Tocar el piano

Andaren  
coche

Saltar la  
cuerda

Montar en  
bicicleta



Extension Activity | @BookPagez.com

## Bonus Extension Activity