

SPECIAL EDITION

Rooted in Reading

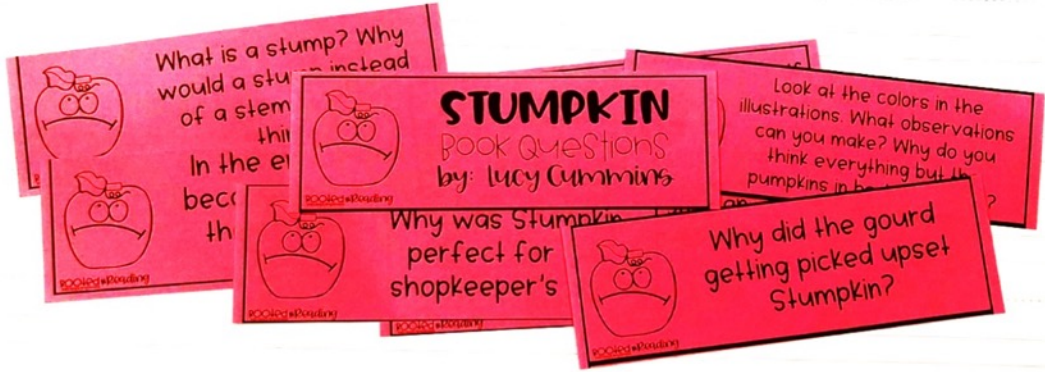
Katie King & Amy Lemons



STUMPKIN

COMPREHENSION

Question Cards



Digital Posters

Mental Image

Good readers **pictures** in the that make

Simile



Visualize

Just like when you watching a movie, the in your head should as you read or listen words.



Illustrations

The pictures in a book are a support system for you as a reader. You should **gain information** from them!



Simile

When two things are compared using **like** or **as**.

The toddler was **like a bull in a china shop**.



Monday I felt **sick as a dog**.

COMPREHENSION

Interactive Notebook Pieces:

VISUALIZE

BEGINNING

MIDDLE

FALL COLORS
by Katie King

Green trees and brown hills welcomed them.
The yellow school bus bumped and jostled its way down the lane- screeching to a halt right before the big, red barn.
Kids of all colors spilled out of the bus with their teachers' voices trailing behind them.
"Line up! Stand tall! Listen carefully!"

The blue sky monitored from above, making sure the crisp fall day was just right. White, lazy clouds floated along, reminding them not to rush this season. Not...too fast...please...

The rainbow of children scurried down the rows. They could not wait one second more. They had spotted them! What was the color they had been waiting for?
Brilliant, beautiful, striking orange pumpkins.

Visualizing the Text

Name: Elsa

Similes in Action!

Directions: Fill in the blank to complete the simile in the way that paints the best picture in your head! Draw a picture to match.

As black as midnight

As tall as a skyscraper

fast like a racecar!

I sleep like a log

Jaquan had three goals. Unfortunately his team still lost.

Hide and Go Seek was the game of the day. Marcie was it.

Billy ran 5 laps around the track. He ran his fastest lap on the last one.

The cat meowed angrily as she waited for her meal.

Name: Isaan

INFO from Photos

Directions: Read the text and examine each photograph. Write or draw about what you learned from each!

#1 Text: Text Picture: Picture

#2 Text: Text Picture: Picture

#3 Text: Lost Game Picture: Picture

#4 Text: is a great winner. Picture: Picture

#5 Text: He is exhausted Picture: Picture

COMPREHENSION

NAME: _____ (Stumpkin: Level 1)

COMPREHENSION CHECK

- Directions: Color in the bubble by the correct answer.
- Who is the story mostly about?
 - Stumpkin
 - A dog
 - The children
 - What does Stumpkin want?
 - to stay at the store
 - to be a jack-o-lantern
 - to go to bed

NAME: _____ (Stumpkin: Level 2)

COMPREHENSION CHECK

- Directions: Color in the bubble by the correct answer.
- Read: "white flakes dance in the air." What is your mental image?
 - spring flowers
 - hot day
 - snow
 - Creating images in your head is like...
 - writing a sentence
 - making a movie in your head
 - talking with your teacher

Name: _____

ROOted in Reading
Fiction Passage

Reading Comprehension

Directions: Read the passage and answer the questions.

I went to the farm to pick out a pumpkin. I wanted it to be the star of the street as a jack-o-lantern. I wanted it to be big, round, and orange! When I got my pumpkin I loved it so much I did not want to cut it. So I came up with a plan. I painted it!



Name: _____

ROOted in Reading
Nonfiction Passage

A "Gourd" Old Time!

Directions: Read the passage and answer the questions.

A gourd is a fruit in the pumpkin family. They have hard shells and are used for decorations in the fall. Some, like the bottle gourd can be eaten. They can be many different colors like green, white, and orange. They can be many different sizes. Gourds grow on vine plants.



fell
hurt
arm.

In your own words tell us about gourds.

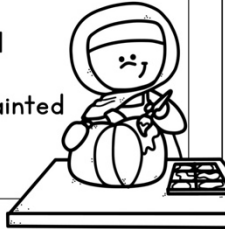
Name: _____

ROOted in Reading
Fiction Passage

Reading Comprehension

Directions: Read the passage and answer the questions.

I went to the farm to get a pumpkin. I was going to cut a face into it. I loved my pumpkin. I did not want to cut it. I painted a face on my pumpkin.



What did she do to the pumpkin?

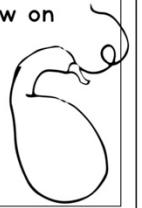
Name: _____

ROOted in Reading
Nonfiction Passage

A "Gourd" Old Time!

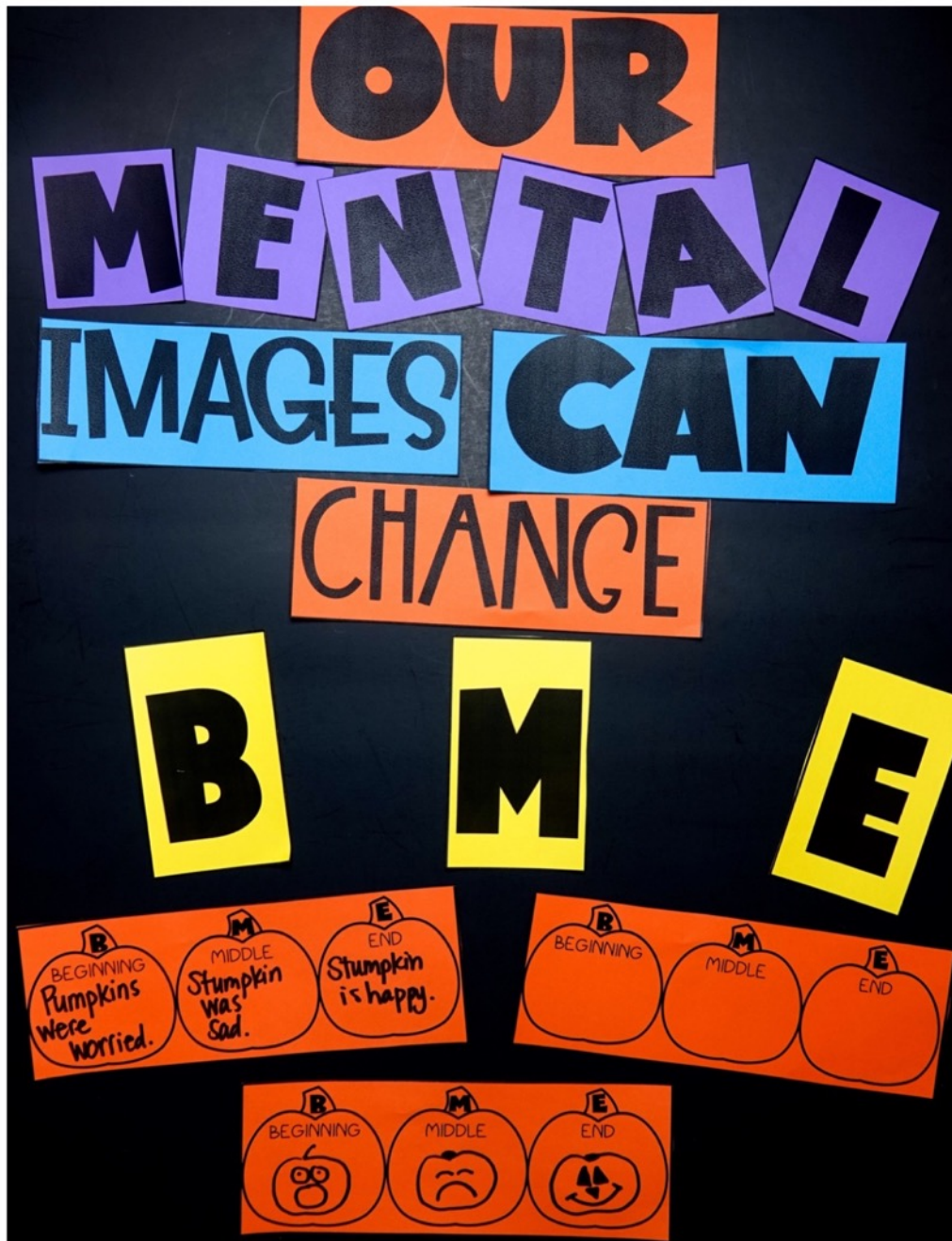
Directions: Read the passage and answer the questions.

A gourd is a fruit in the pumpkin family. They have hard shells. They grow on vines. They are lots of colors like green, white, and orange. You can eat a bottle gourd.



In your own words tell us about gourds.

ANCHOR CHART







Mental Images Change Option 1: Students draw/write their mental images throughout the book on one strip of paper.

ANCHOR CHART

OUR
MENTAL
IMAGES CAN
CHANGE

BEGINNING **MIDDLE** **END**
B **M** **E**

B BEGINNING Pumpkins got homes.	B BEGINNING 	M MIDDLE almost!	M MIDDLE everyone is leaving	E END 	E END everyone left
B BEGINNING Where?	B BEGINNING 	M MIDDLE 	M MIDDLE oh no!	E END Stumpkin had fun.	E END happy

Mental Images Change Option 2: Students draw/write their mental images throughout the book on separate strips of paper.

Nonfiction Reader

Carving

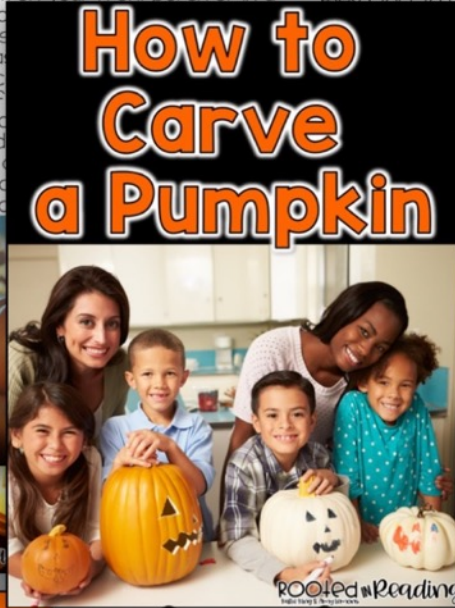
Before carving a pumpkin, first lay down newspaper or plastic to mess you are about to make. It is easier to cut the design before you cut out the inside of the pumpkin. Have an adult with you during the carving process. There are a few things to remember when carving a pumpkin. Instead of using a candle, use a tea light or a small LED light. You can even use a flicker so that they look like



Choose a Pumpkin

Displays

After your jack-o-lantern is complete, display him on your front porch or in a window. There are a few things to remember when displaying your jack-o-lantern. Instead of using a candle, use a tea light or a small LED light. You can even use a flicker so that they look like



How to Carve a Pumpkin

Jack-o-lanterns

Tracing a Pattern

A jack-o-lantern is a pumpkin that has been carved with a design. Next you need to decide what design you want to carve into your pumpkin. Some people like to do faces while other people like to do more complicated designs.

Scooping it Out

To keep the pumpkin from rotting and stinking up your front porch, you will need to scoop out the seeds and pulp from the inside. To begin you will need to cut a circle around the stem of the pumpkin. Try to cut the top at an angle so that it is bowl-shaped and the top won't fall inside the pumpkin when you place it on top. Use a large scooper or your hands to remove the seeds and pulp. If you would like, save the seeds and roast them for a nice snack.



Recycling

Before throwing your pumpkin away, think about ways that you can use it. There are recipes that can be made from the pulp like pumpkin bread, soups, and even fries! The jack-o-lanterns can be put in the *compost* pile to help make the soil richer. Chickens also like to eat them!



Recycling

Before tossing out the different parts of your pumpkin, think about ways that you can use them. We've already discussed roasting pumpkin seeds, but there are also recipes that can be made from the pulp like pumpkin bread, soups, and even fries! The jack-o-lanterns themselves can be put in the *compost* pile to help make the soil richer. They can also go into a chicken coop. Chickens just love to snack on the pulp and skin.



There are two versions of the nonfiction readers included (One slightly harder than the other). Choose the one that suits your students best OR use both in order to differentiate.

ANCHOR CHART

HOW TO CARVE A PUMPKIN

Step 1: Choose a pumpkin.
STEP: Pick out a pumpkin.
STEP: [Illustration of a pumpkin]

Step 2: Scoop out the seeds.
STEP: Scoop out the seeds.
STEP: [Illustration of a hand scooping seeds]

Step 3: Draw the design.
STEP: Draw the face.
STEP: [Illustration of a pumpkin with a face drawn on it]

Step 4: Carve the design.
STEP: Carve the face.
STEP: [Illustration of a hand carving a pumpkin]

Step 5: Cut a circle around the stem.
STEP: Cut off the top.
STEP: [Illustration of a hand cutting a pumpkin]

Step 6: Use a candle to light up the design.
STEP: Put a light inside.
STEP: [Illustration of a candle inside a pumpkin]

Step 7: Take off the top.
STEP: [Illustration of a hand removing the top of a pumpkin]

Step 8: Always blow out the light before bed!
STEP: [Illustration of a lit jack-o'-lantern]

How to Carve a Pumpkin: As a class, order the steps to carving a pumpkin using the pictures and sentence strips. Students can also use the cards to draw or write to recall the steps.

draw & respond



STUMPKIN

Stumpkin wants to go
to a new home.

Name: _____

Stumpkin wants

a new home.

Name: _____



STUMPKIN

Stumpkin wants to go
to a new home.

Name: _____



Stumpkin wants

a new home.

Name: _____

Students draw Stumpkin. Students write about the main character or the story.

Reading Response



My pumpkin

is tall and orange.

Name: _____

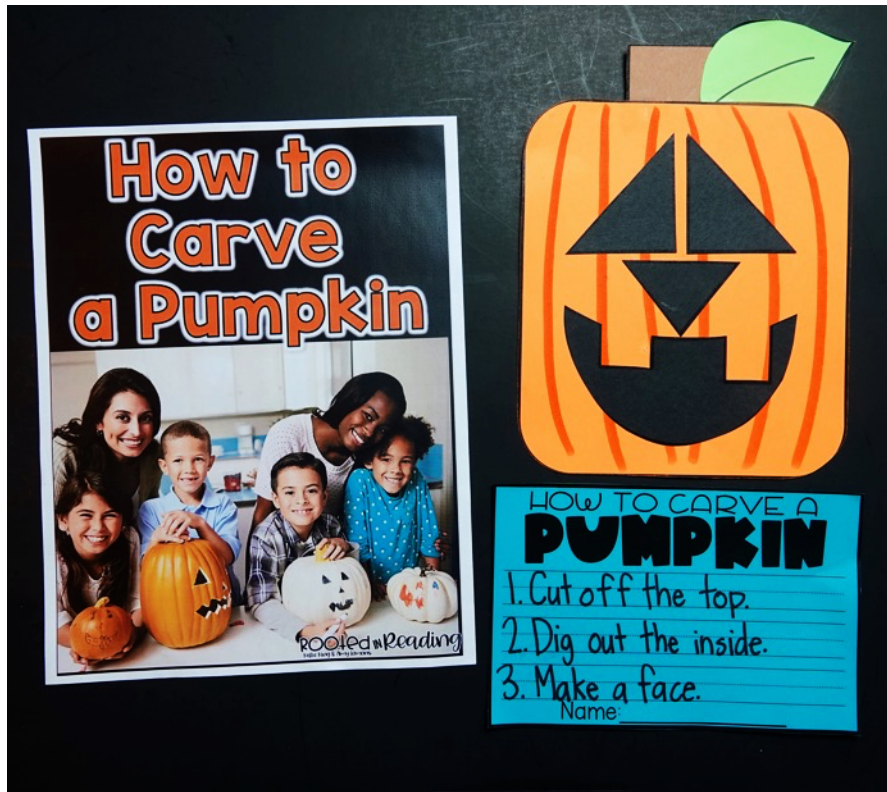
I can make a face

on my pumpkin.

Name: _____

Students make a jack-o-lantern after reading the nonfiction reader. Students write about their pumpkin or how to carve a pumpkin.

Reading Response

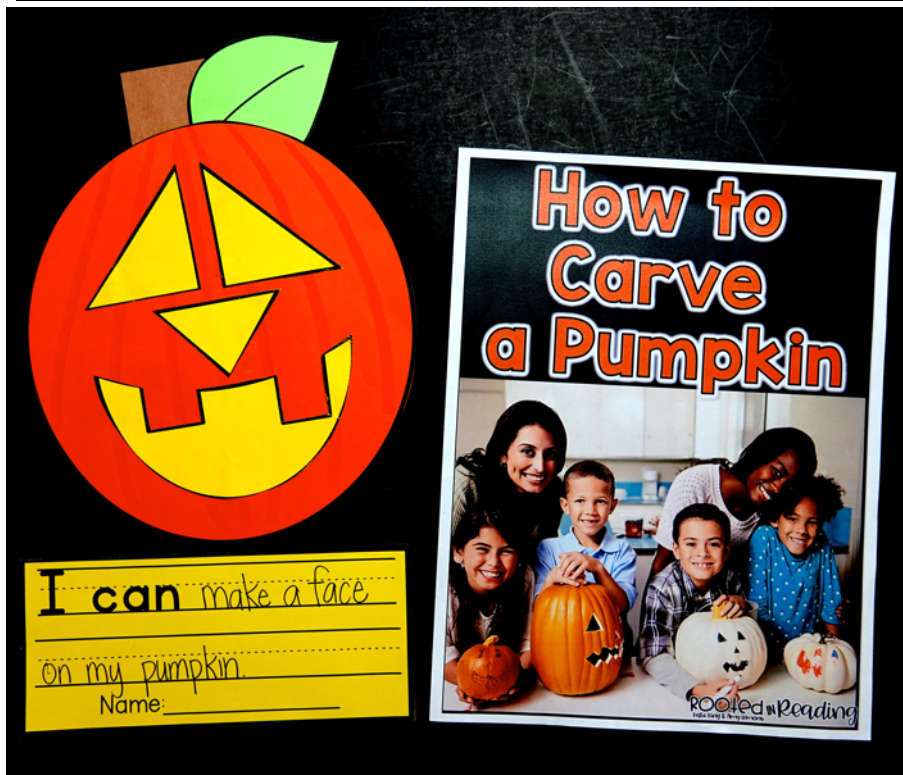


How to Carve a Pumpkin

HOW TO CARVE A PUMPKIN

1. Cut off the top.
2. Dig out the inside.
3. Make a face.

Name _____



How to Carve a Pumpkin

I can make a face
on my pumpkin.

Name: _____

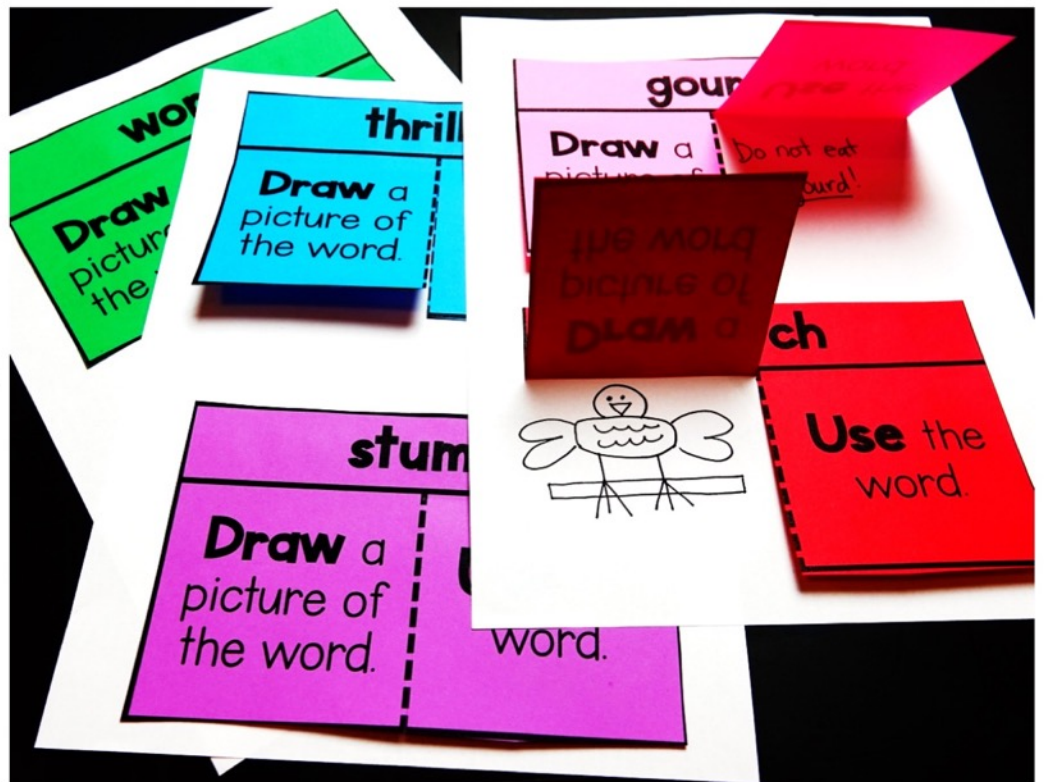
How to Carve a Pumpkin

VOCABULARY

Vocabulary cards can be used to teach the words from the story. They can also be displayed throughout the week for students to use as a reference.











Vocabulary Flap-Ups: Students cut out the rectangle and insert it between the flaps. Students will glue only under the title and put into their spiral or on a sheet of paper. Students draw a picture of the word. Students use the word: either write the word or use it in a sentence.










VOCABULARY

Vocabulary Prompts can be glued into spirals. Students can write or draw to respond to the question.

 <p>THRILLED: to feel excited Draw or write about something that makes you thrilled! <small>(Stumpkin)</small></p>	 <p>WORRY: to think about problems or fears What is something you worry about? <small>(Stumpkin)</small></p>
 <p>Seeing my dog makes me happy.</p>	 <p>I worry about the dark.</p>
 <p>STUMP: the part left over when the rest has been broken off How did Stumpkin feel about his stump? <small>(Stumpkin)</small></p>	 <p>PERCH: to rest or sit on a branch, ledge, or bar Where did the pumpkins perch? <small>(Stumpkin)</small></p>
<p>Stumpkin was sad he did not have a stem. </p>	 <p>on the window</p>

Vocabulary Assessment Options: Can be done independently or as a class.

<p>Name: _____</p> <p>VOCABULARY </p> <p>worried perched thrilled stump gourds</p> <p>1. The pumpkin was <u>perched</u> on the windowsill.</p> <p>2. We saw green and yellow <u>gourds</u> at the pumpkin patch.</p> <p>3. We sat on the <u>stump</u> and rested.</p> <p>4. I was <u>worried</u> that I would fall off of the monkey bars.</p> <p>5. Wes was <u>thrilled</u> that his team won the game!</p> <p><small>Rooted in Reading (Stumpkin)</small></p>	<p>Name: _____</p> <p>VOCABULARY </p> <p>Match the vocabulary word to the correct picture. <small>(Stumpkin)</small></p> <p>worried perch thrilled stump gourd</p> <p>1.  <u>gourd</u></p> <p>2.  <u>stump</u></p> <p>3.  <u>worried</u></p> <p>4.  <u>perch</u></p> <p>5.  <u>thrilled</u></p>
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GRAMMAR

Monday: Adjective Poster and Cards with Sort (2 options)

ADJECTIVES
ADJECTIVES are words that DESCRIBE nouns.

He was as **big** and **round** as a basketball!

noisy	
dark	
smelly	
cold	

Name: _____

Adjective Sort

THUMB UP THESE ARE ADJECTIVES!	THUMB DOWN THESE ARE NOT!
happy	worm
warm	snow
dark	ball
quiet	girl
smelly	

Name: _____

Adjective Sort

THUMB UP THESE ARE ADJECTIVES!	THUMB DOWN THESE ARE NOT!
big	dog
sad	man
fun	bed
fast	box
stuck	

Tuesday: Adjective Printable and Puzzle

Name: _____

I Can Use

Adjectives

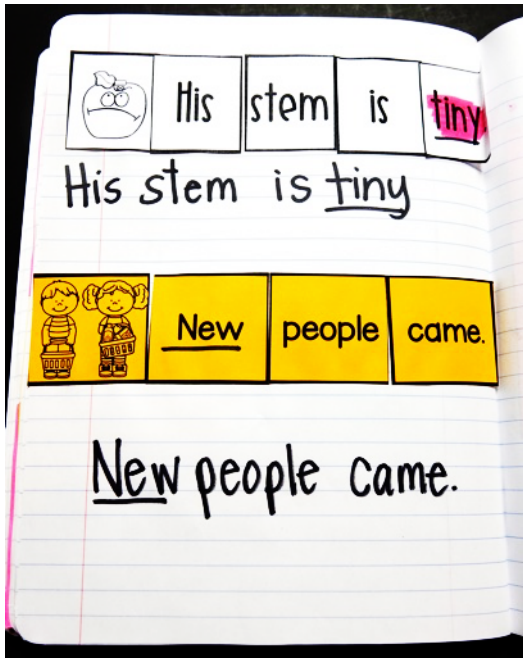
My coffee is warm.

Stumpkin was happy now.

Stumpkin was **happy** now.

GRAMMAR

Wednesday:
Finding Adjectives in
Sentences Puzzles



Thursday:
Adj Sort
(2 options available)



Friday: Adjective Assessment (2 options)

Name: _____

ADJECTIVES

Highlight the adjectives.

	<input checked="" type="radio"/> wet		<input checked="" type="radio"/> dirty
	<input type="radio"/> dog		<input type="radio"/> pig
	<input type="radio"/> bug		<input checked="" type="radio"/> tall
	<input checked="" type="radio"/> slimy		<input type="radio"/> building
	<input checked="" type="radio"/> scary monster		<input type="radio"/> trash
			<input checked="" type="radio"/> stinky
	<input type="radio"/> bunny		<input checked="" type="radio"/> shiny
	<input checked="" type="radio"/> fluffy		<input type="radio"/> ring

rooted in Reading

Name: _____

ADJECTIVES

Highlight the adjectives.

- The pumpkin had a lovely stem.
- He had a giant smile.
- He had a new home.
- The poor pumpkin sat there.
- He had a little stump.
- He was as orange as a cone.
- He was as big as a basketball.
- He was a handsome pumpkin.

rooted in Reading

DAILY DEEP DIVE

<p>Name: _____</p> <p>ROOted in Reading</p> <h2>DAILY DEEP DIVE</h2> <p>{Stumpkin}</p> <h3>MENTOR SENTENCE</h3> <p>The other pumpkins worried after their friend.</p> <h3>LOOK AT IT!</h3> <p>Highlight the nouns blue . Now, write one of the nouns in a new sentence:</p> <p>The pumpkins are orange.</p> <h3>THINK ABOUT IT!</h3> <p>Why were the pumpkins worried about their friend?</p> <p>They did not know where their friends went.</p>	<p>Name: _____</p> <p>ROOted in Reading</p> <h2>DAILY DEEP DIVE</h2> <p>{Stumpkin}</p> <h3>DEFINE IT!</h3> <p>What does the word "worried" mean?</p> <p>to feel scared</p> <h3>FIX IT UP!</h3> <p>The other pumpkins worried after their friend?</p> <h3>WRITE IT!</h3> <p>The other pumpkins worried after their friend.</p>
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Use the mentor sentence throughout the week. There are two options:

1. Daily Deep Dive Printable: Students complete one task a day relating to the sentence.

DAILY DEEP DIVE

MENTOR SENTENCE:
The other pumpkins
worried after the
friend.
Stumpkin

WRITE IT!
The other gourd
worried after
pals
Stumpkin

FIX IT UP!
The othr pumpkins
worried After their
frind?

FIX IT UP!
Use the sentence with errors to fix
as a class.

FIX IT UP!
Highlight the nouns blue.
the nouns in a sentence.

Use the mentor sentence throughout the week. There are two options:

2. Daily Deep Dive Cards: Use the large sentence and the cards to discuss the sentence as a class.