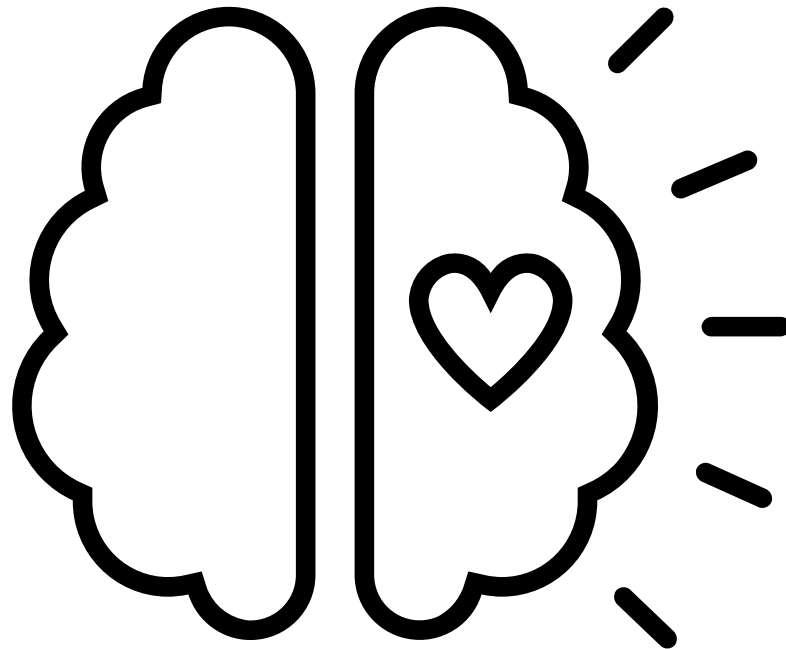


LISTENING COMPREHENSION AND VOCABULARY BASED

SCIENCE OF READING KNOWLEDGE

IN-A-CLICK DIGITAL TEACHING SLIDES

Pumpkins



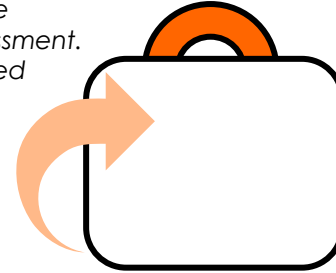
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SCIENCE OF READING KNOWLEDGE IN-A-CLICK DIGITAL SLIDES

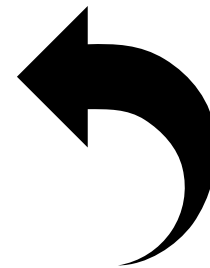
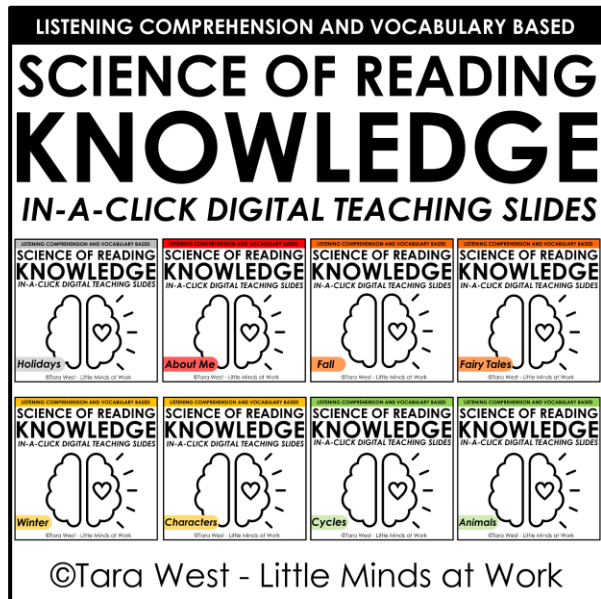
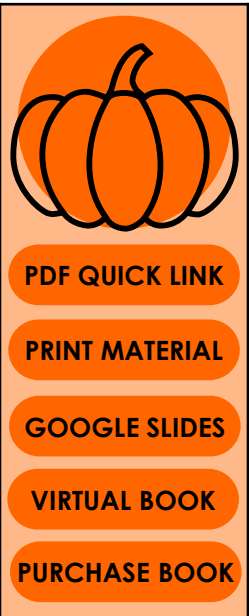


KNOWLEDGE IN-A-CLICK DIGITAL TEACHING SLIDES: FREE PREVIEW – Pumpkin Circle

The Science of Reading KNOWLEDGE "In-a-Click" Digital Teaching Slides resource, developed by Tara West at Little Minds at Work, is a comprehensive approach designed to tackle listening comprehension, vocabulary, and knowledge. The resource's units provide the educator with content for 6 weeks of instruction. All 6 weeks of instruction encompass an overarching theme of study. This free preview covers a nonfiction theme - PUMPKINS. The week of instruction follows a systematic and robust 5-day approach. This approach is duplicated throughout the unit for ease of instruction and quick skill mastery for students. Day 1- Students will listen to the read aloud with few stops. Students listen to background knowledge and gather new "bits of knowledge" that they learned. Day 2- Students listen to the read aloud for a second time. Educator has specific stop spots to address vocabulary. Students apply the newly learned vocabulary through kid-friendly definitions and whole-body movements. Day 3- Educators will stop on specific key learning moments from the text. Students will be asked to apply the knowledge through Level 1-3 text-dependent questions, all with the goal to add knowledge for the weekly topic. Day 4- Students will review vocabulary and add even more knowledge through real-life examples and making connections through text and themselves. Day 5- Students will once again review vocabulary, submerge themselves in a knowledge review and take an assessment. Additional printable practice available for all Days 1-4. Printable practice sheets are offered but not required. Students will be asked to add "bits of knowledge" to their knowledge case. This is a visual representation for adding information that they store in their long-term memories. It is vital that students understand and have practice with retrieving their previous learnings.

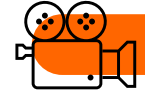


CLICKABLE LINKS



Click to view the
YEAR-LONG bundle!

RESOURCE LINKS



OVERVIEW



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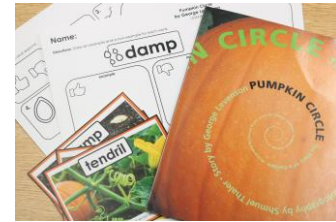
Website

Instagram

Facebook

Facebook Group

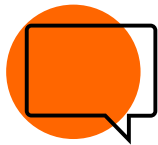
Teachers Pay Teachers





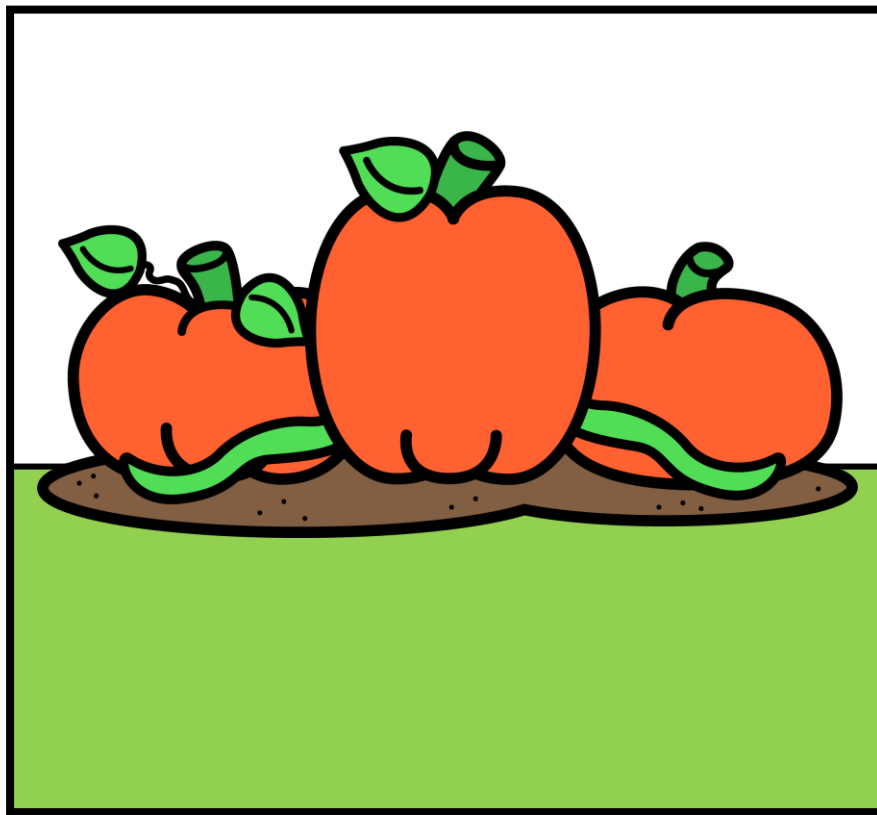
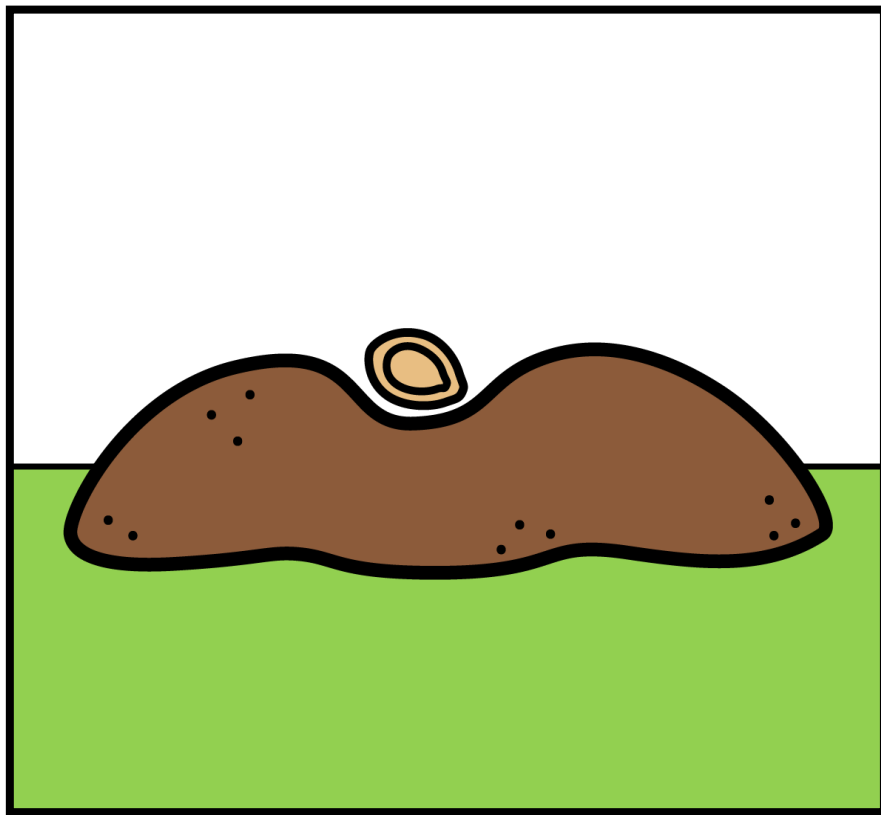
LESSON I

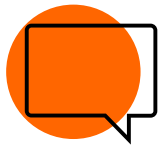
Pumpkin Circle by George Levenson



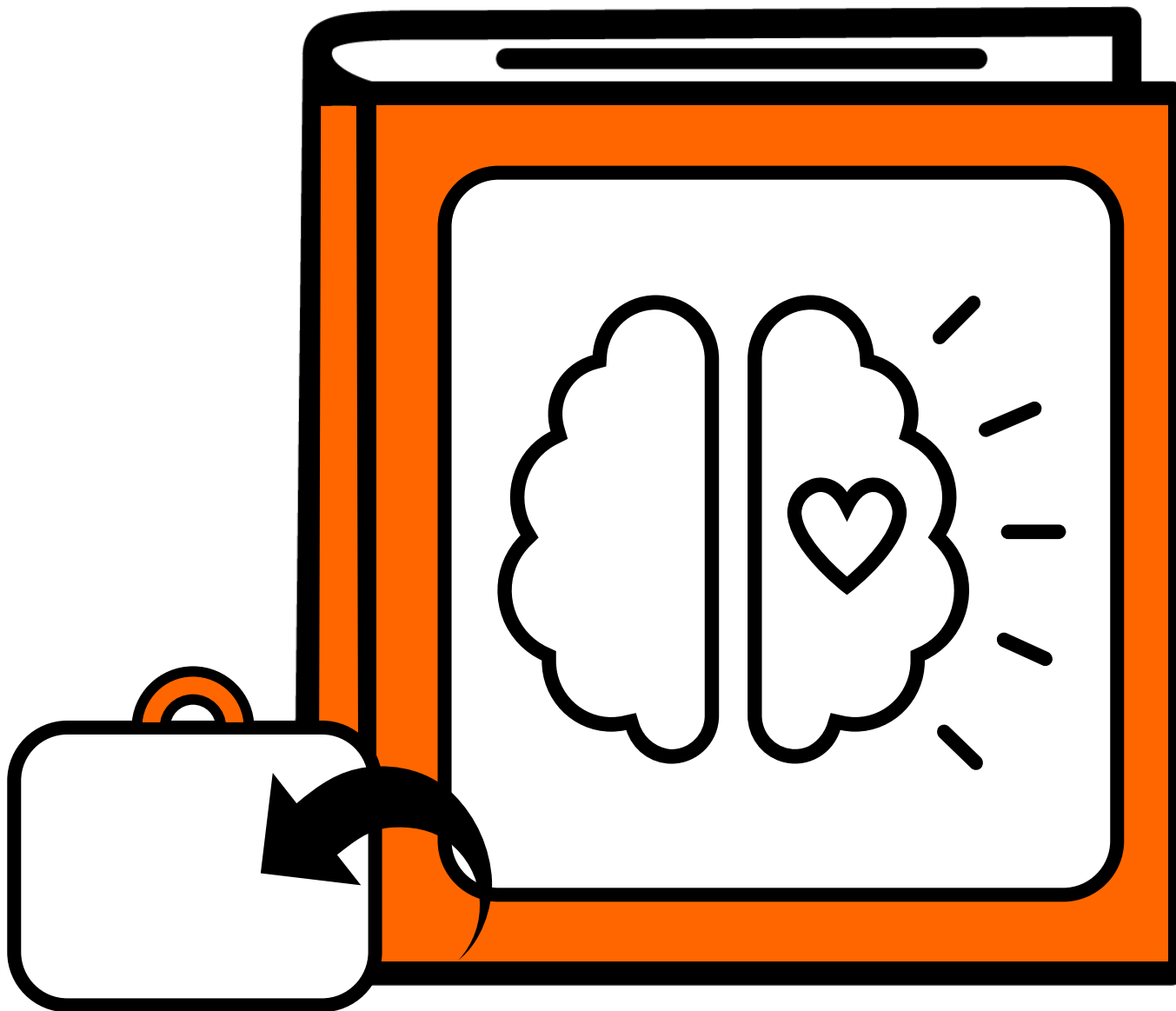
This week we will explore a nonfiction book about pumpkins and the life cycle of a pumpkin plant. Study the images below. What do you already know about pumpkins? Where do pumpkins grow? What changes do you think happen from a tiny seed to a pumpkin?

Look and Learn





Today we are listening to a new book. The title is Pumpkin Circle by George Levenson. Close your eyes as I read the title again. Now open your eyes and study the cover. What do you notice? What do you predict a "pumpkin circle" might be? As we read, we will collect bits of knowledge about how pumpkins grow and change.

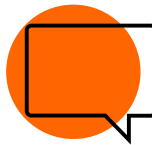




Purpose for learning: Today, as I read, I want you to have your knowledge case open. Take bits of knowledge throughout the story to add to your case. There might be times in the story where I will stop and share more. Listen very closely as these will be important bits of knowledge. At the end of the story, we will share our new knowledge and discuss something specific about pumpkins – the life cycle.

Let's Listen to Learn

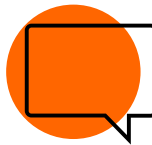




As learners, we can be even more successful when we have background knowledge. This is information that we may not yet know or understand. If we know a bit more before starting, we can better understand the new knowledge we gain. Our book this week is Pumpkin Circle. We will discover how a pumpkin begins as a seed, how the seed sprouts and grows into a vine, the parts of a pumpkin plant, how flowers help pumpkins begin to grow, how pumpkins change as they grow and ripen, and how the pumpkin life cycle begins all over again.

Background Knowledge

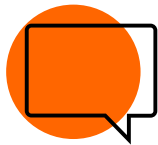




Display the **Stop and Think** slide. As you read aloud, pause briefly at these spots without turning them into a full discussion. **Page 4:** Have you placed your hands inside a pumpkin? How did it feel? **Page 19:** What do you think velvet feels like? What else do you know that feels like velvet?

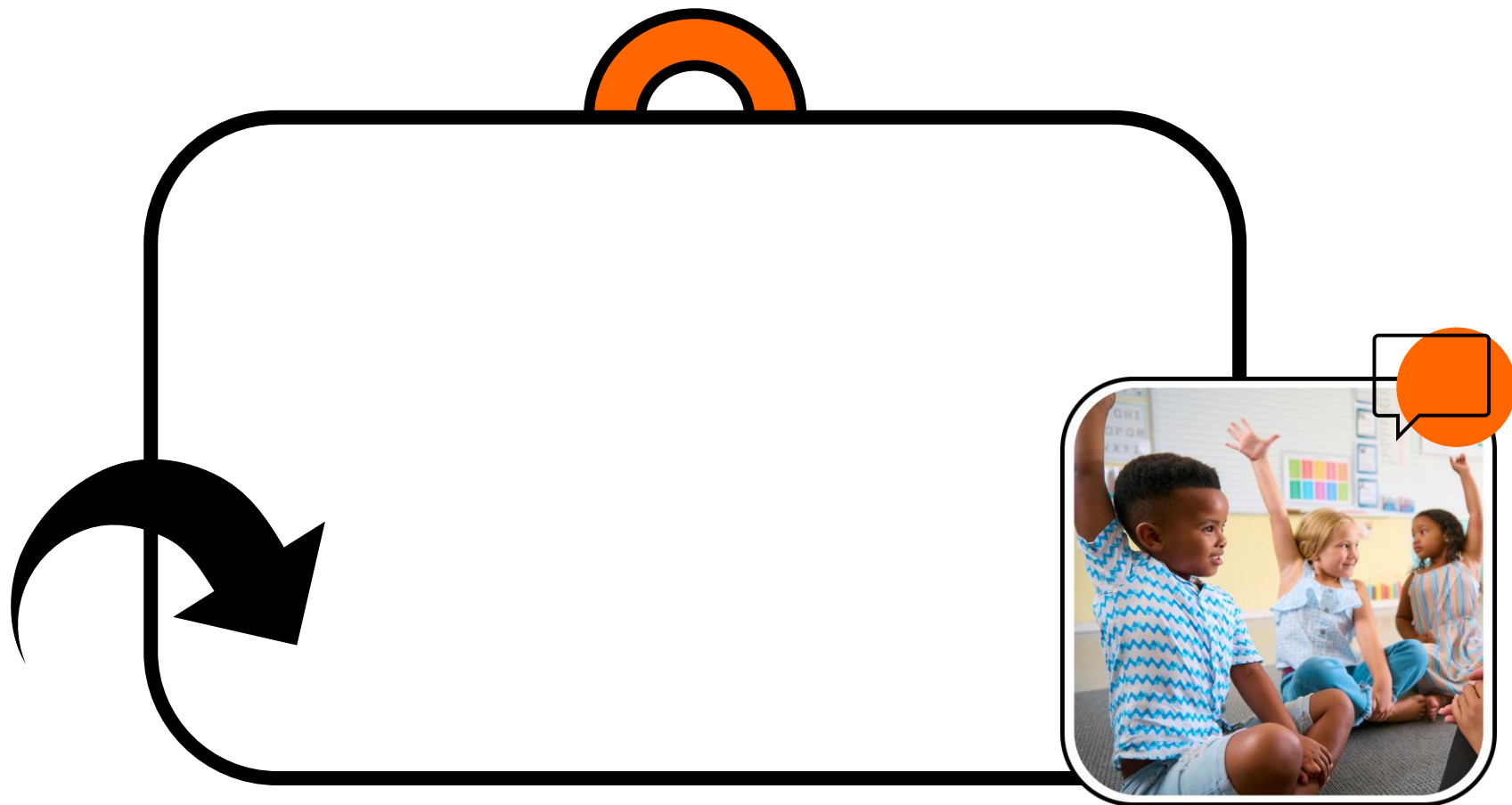
Stop and Think

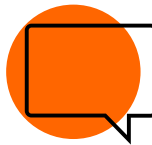




We gained a lot of knowledge from our Pumpkin Circle read aloud. We gained so many new bits of knowledge that we need a much bigger case. I'm going to share some knowledge that I learned. I want you to give me a thumbs up if you agree. I learned that a pumpkin begins as a seed and changes many times as it grows. I also learned that an old pumpkin can break down and return to the soil.

Knowledge Building

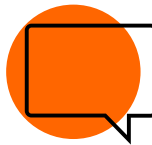




Display the **Think and Check** slide. I want to ask two quick follow-up questions about our book, Pumpkin Circle, to check your knowledge. Remember that you will raise your hand to answer. Look at the first image. What stage of the pumpkin life cycle does it show? Look at the second image. How are these two stages connected? Use what you learned from the book to explain what happens between them.

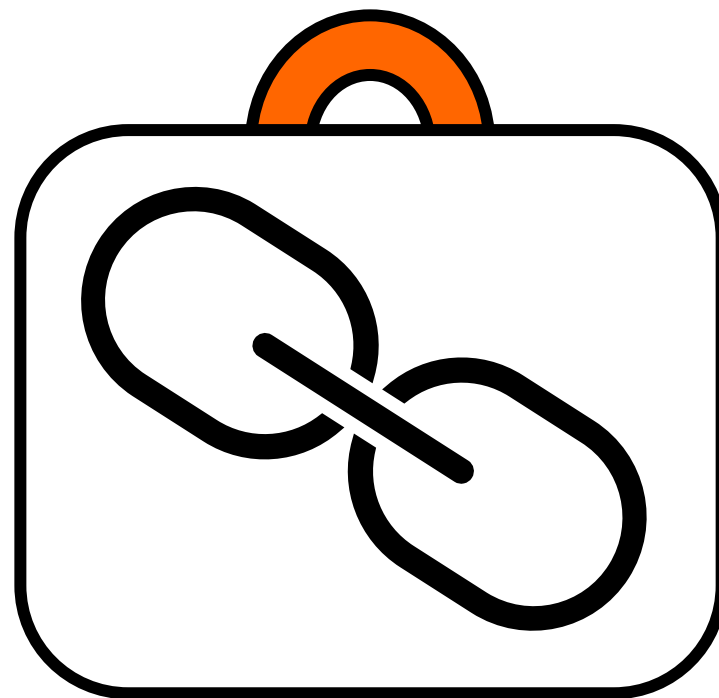
Think and Check





Now we can make connections to our learning. Have you ever planted a seed, watched a garden grow, visited a pumpkin patch, carved a pumpkin, or seen an old pumpkin begin to rot? Turn and share a connection. Then explain how your experience connects to something shown in *Pumpkin Circle*.

Knowledge Building





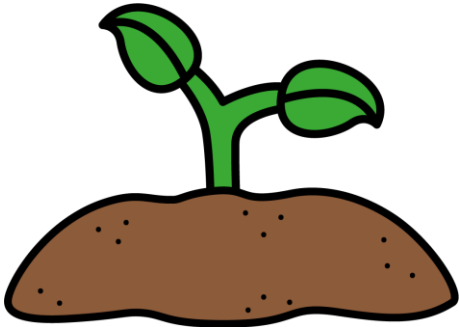
LESSON 2

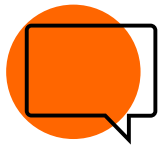
Pumpkin Circle by George Levenson



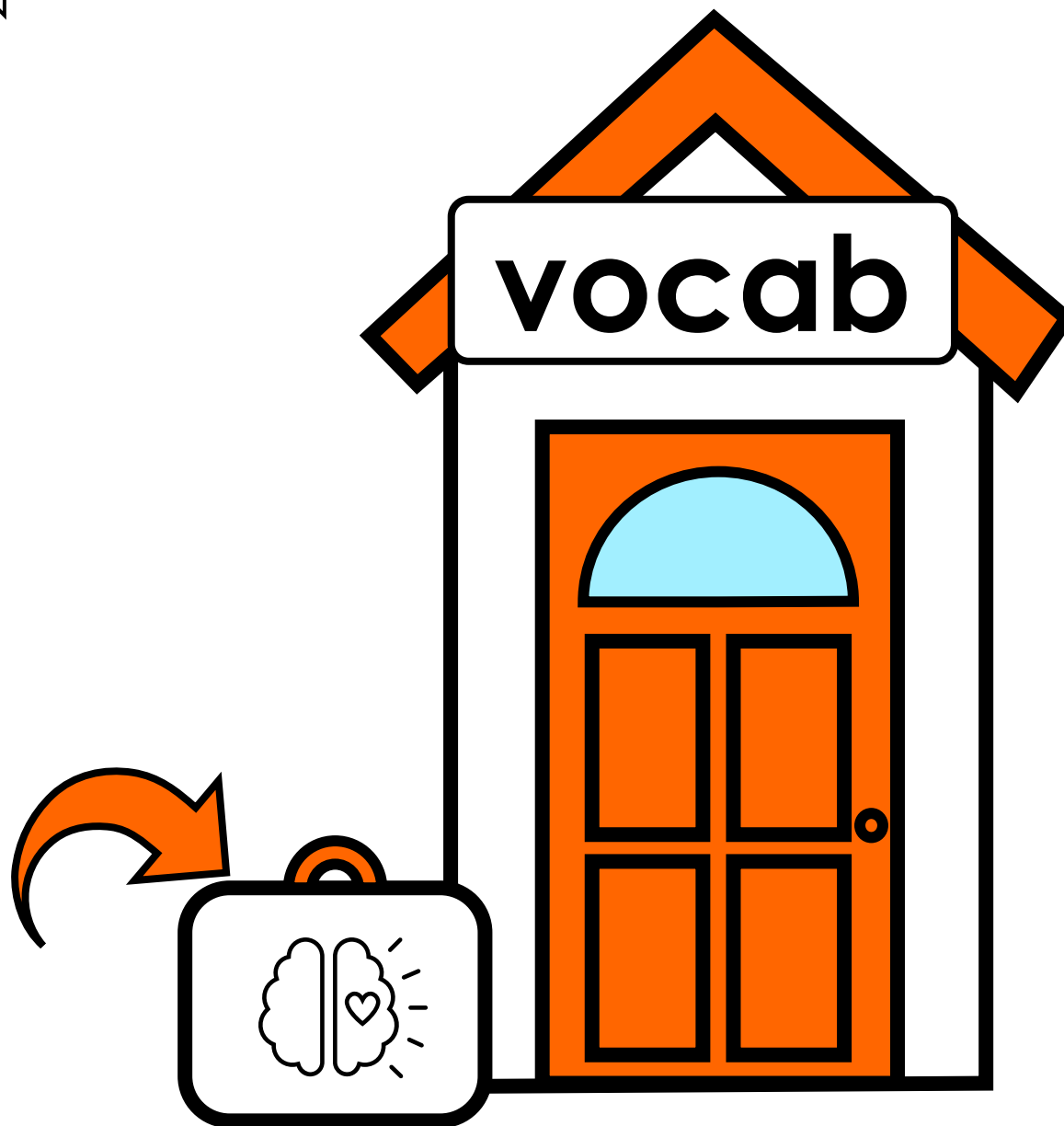
We are exploring Pumpkin Circle, a nonfiction book about the life cycle of a pumpkin. Study the images. Which image could come first? Which could come later? Tell a partner what you remember about how a pumpkin changes as it grows.

Look and Learn

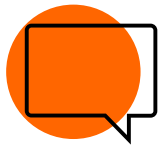




Purpose for learning: Today we will visit vocabulary. Vocabulary is all about words. We will gain knowledge about four words from Pumpkin Circle. When we understand what these words mean and how they are used, it helps us comprehend the book and talk more precisely about the pumpkin life cycle.



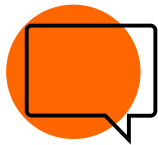
- ❑ damp
- ❑ mush
- ❑ tendrils
- ❑ harvest



Page 3 (damp): You repeat the word. **Damp** means slightly wet, but not soaking wet. In the book, the soil is **damp**. **Damp** soil contains moisture that can help a seed begin to grow. Let's create an action for the word **damp**. Hold one hand flat like soil. With the other hand, wiggle your fingers down like a few drops of water. Say, "**damp**: a little wet."

damp

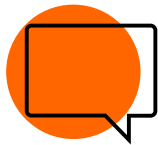




Page 4 (mush): You repeat the word. **Mush** is something that is very soft, wet, and squishy. Inside a pumpkin, the stringy pulp around the seeds can feel like **mush**. It is soft, slippery, and squishy when you touch it. Let's create an action for the word **mush**. Pretend to scoop out the inside of a pumpkin, then squish your hands together as if you are feeling the soft, wet **mush**.

mush





Page 16 (tendrils): You repeat the word. **Tendrils** are thin, curling parts of a plant that wrap around nearby objects for support. Pumpkin vines grow **tendrils** that curl and twist as the plant spreads. Let's create an action for the word **tendrils**. Hold up one finger and slowly curl it around the finger of your other hand. Your finger is acting like a **tendril**.

tendrils

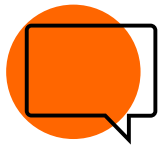




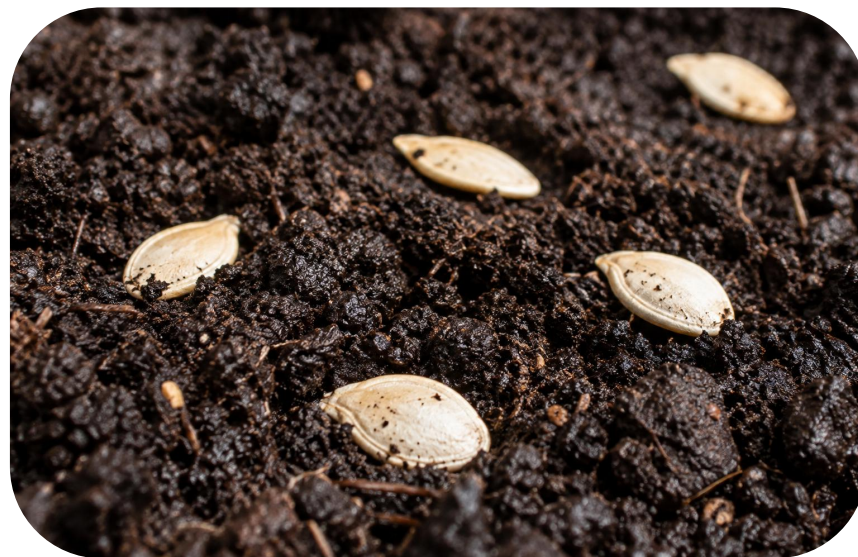
Page 30 (harvest): You repeat the word. **Harvest** means to gather crops when they are ready. When pumpkins are mature, people can **harvest** them by gathering them from the field or garden. Let's create an action for the word **harvest**. Pretend to reach down, pick up a pumpkin, and place it into a basket.

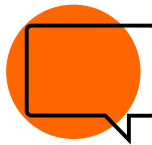
harvest





Let's review. **Harvest** means to gather crops when they are ready. Point to the picture for **harvest**. Show our action for **harvest**. **Damp** means slightly wet. Point to the picture for **damp**. Show our action for **damp**. **Mush** is something that is very soft, wet, and squishy. Point to the picture for **mush**. Show our action for **mush**. **Tendrils** are thin, curling parts of a plant that help the vine hold on as it grows. Point to the picture for **tendrils**. Show our action for **tendrils**.





Wrap Up: Review the actions for all 4 words. Movement builds memory! **Damp:** Gently wiggle your fingers downward like light raindrops falling onto the soil. **Mush:** Pretend to scoop the inside of a pumpkin, then squish your hands together. **Tendrils:** Curl your pointer fingers around and around like the curling tendrils on a pumpkin vine. **Harvest:** Pretend to pick a pumpkin from the vine, then place it into a basket.

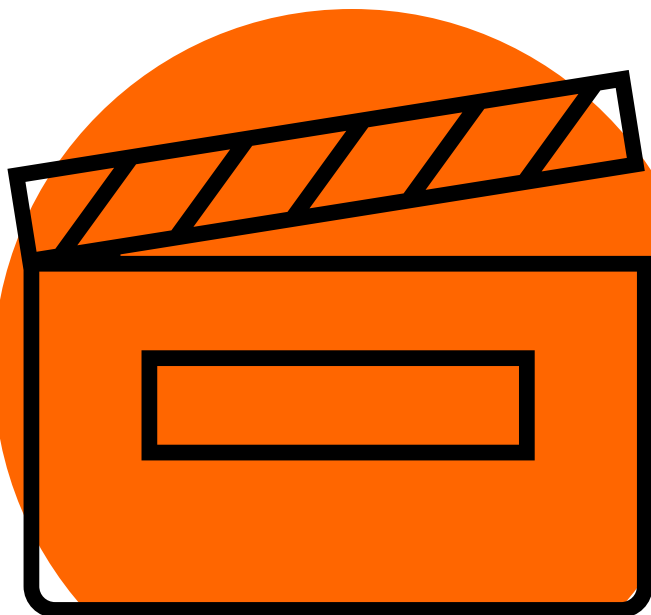
act

damp

mush

tendrils

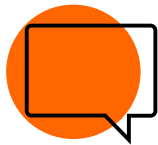
harvest





LESSON 3

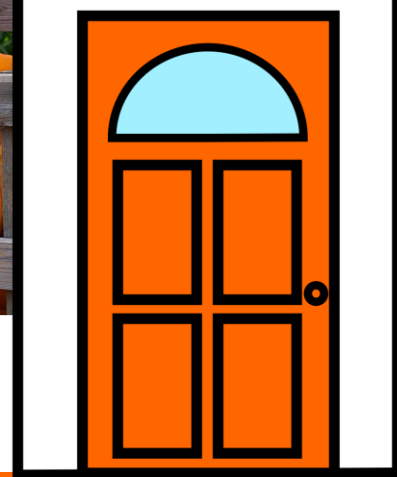
Pumpkin Circle by George Levenson

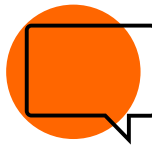


Let's review as we visit vocabulary again. **Damp** means slightly wet. **Mush** is soft, wet, and squishy. **Tendrils** are thin, curling plant parts that wrap around objects for support. **Harvest** means to gather crops when they are ready. Point to the matching picture and show the action for each word.



vocab





Purpose for learning: Today we will review our vocabulary words and dig deeper. Today we will review images and parts of our book. It's important to listen carefully so you can add bits of knowledge to your knowledge case. As we revisit parts of the book, listen for details that explain how pumpkins grow and change. Each new detail can be added to your knowledge case. When wanting to share, you will quietly raise your hand like these kids.

Listen to Learn





We know the soil in the book is **damp**. **Damp** does not mean completely dry, and it does not mean covered in a puddle. Which image shows **damp** soil? What might **damp** soil feel like if you touched it? Show our action for **damp**.

damp





We learned that the inside of a pumpkin contains soft, wet, stringy pulp around the seeds. This can feel like **mush** because it is soft, wet, and squishy. Which image looks more like **mush**? How would the inside of a pumpkin feel in your hands? Show our action for **mush**.

mush

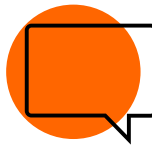




Pumpkin vines have **tendrils**. **Tendrils** are thin, curling parts of the plant that can wrap around nearby objects. As the vine grows, tendrils help it hold on and stay supported. Which image shows a **tendrils**? How might **tendrils** help a growing vine? Show our action for **tendrils**.

tendrils

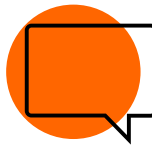




Harvest means gathering crops when they are ripe and ready. Pumpkins grow on vines and change as they ripen. When pumpkins are ready, they can be picked from the vine and gathered together. Which image shows pumpkins that are ready to **harvest**? What kinds of foods besides pumpkins can be harvested? Show our action for **harvest**.

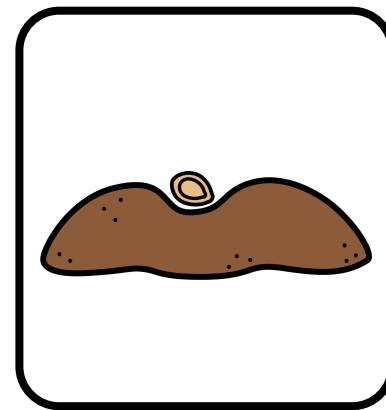
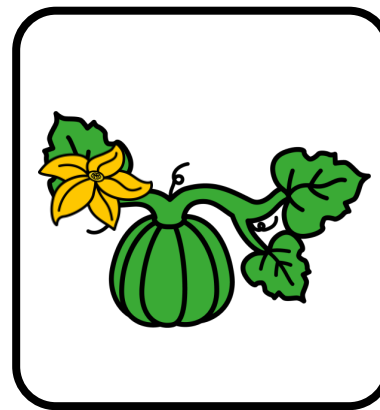
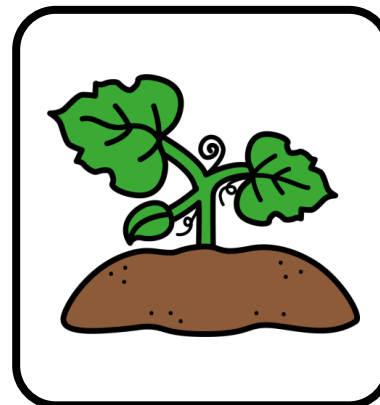
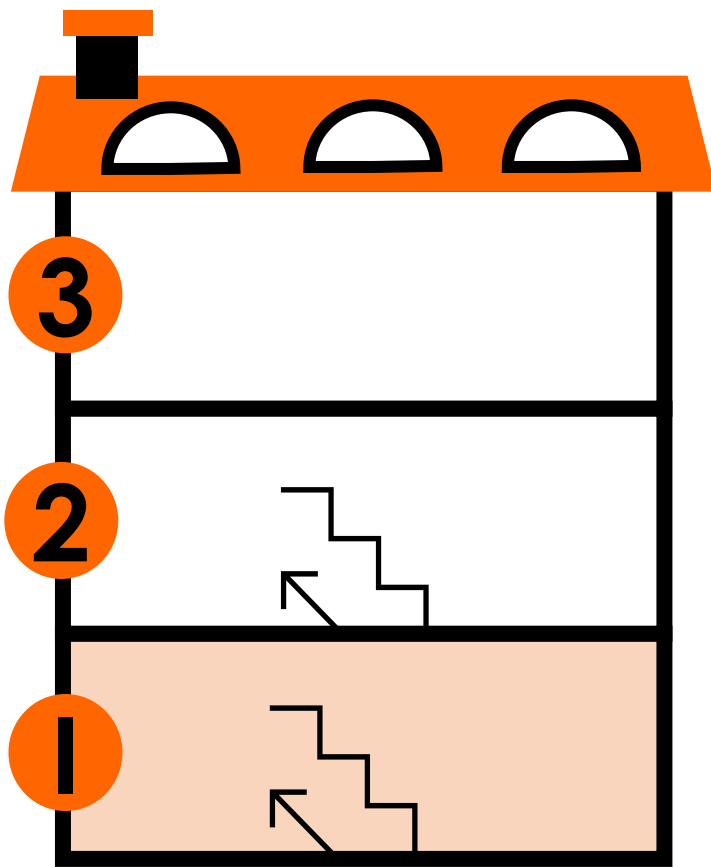
harvest

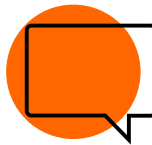




Let's dig deeper into Pumpkin Circle. Identify each stage shown below. Put the stages in order. Then explain what changes from one stage to the next. Think about how each stage helps the pumpkin plant continue its life cycle. Use our vocabulary words when they fit.

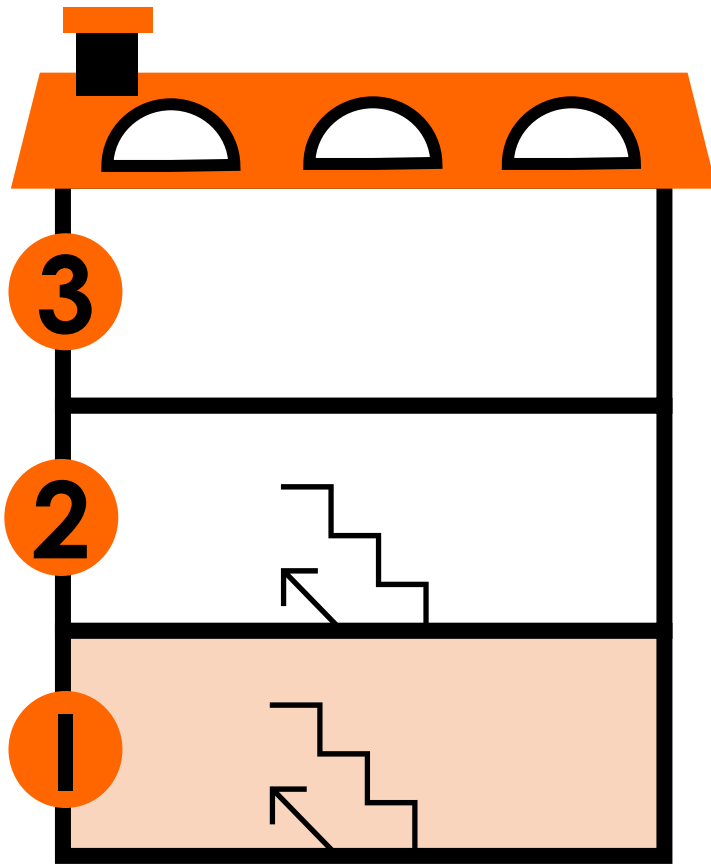
Stop and Think





Level 1 Quick Questions: What does a pumpkin begin as, and what parts of the plant appear as it grows? Where does a pumpkin grow, and what does the plant need around it as the vine spreads? When can pumpkins be harvested, and what changes help us know that a pumpkin is ready? How does a pumpkin change throughout its life cycle, from a tiny seed to a pumpkin with new seeds inside?

Stop and Think



What?

Where?

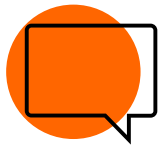
When?

How?



LESSON 4

Pumpkin Circle by George Levenson



Let's review our nonfiction book. Study the four images. Which image shows the beginning of the pumpkin life cycle? Which shows growth? Which shows a mature pumpkin? Which shows the cycle beginning again? Turn and tell a partner what is happening in each image.

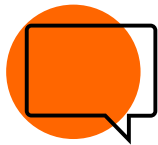




(damp): You repeat the word. **Damp** means slightly wet. We use **damp** to describe soil that has some moisture in it. Let's review our action. Hold one hand flat like soil and wiggle the fingers of your other hand down like a few drops of water.

damp

vocab



(mush): You repeat the word. **Mush** is something that is very soft, wet, and squishy. We use **mush** to describe the soft, stringy pulp found inside a pumpkin around the seeds. Let's review our action. Pretend to scoop out the inside of a pumpkin, then squish your hands together as if you are feeling the soft, wet **mush**.

mush





(tendrils): You repeat the word. **Tendrils** are thin, curling parts of a plant that wrap around nearby objects for support. Pumpkin vines use their **tendrils** to hold on as they grow and spread. Let's review our action. Curl one finger around the finger of your other hand.

tendrils



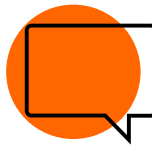


(harvest): You repeat the word. **Harvest** means to gather crops when they are ripe and ready. Pumpkins are **harvested** after they have finished growing and are ready to be picked from their vines. During a pumpkin **harvest**, the ripe pumpkins are gathered from the field so they can be used or enjoyed. Let's review our action. Pretend to pick up a ripe pumpkin and place it into a basket.

harvest

The background of the slide is a photograph of a wooden crate filled with many ripe, orange pumpkins. The pumpkins are of various sizes and are piled together. In the background, there are green leaves and branches of a tree or bush.

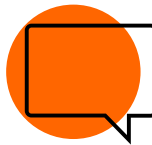
vocab



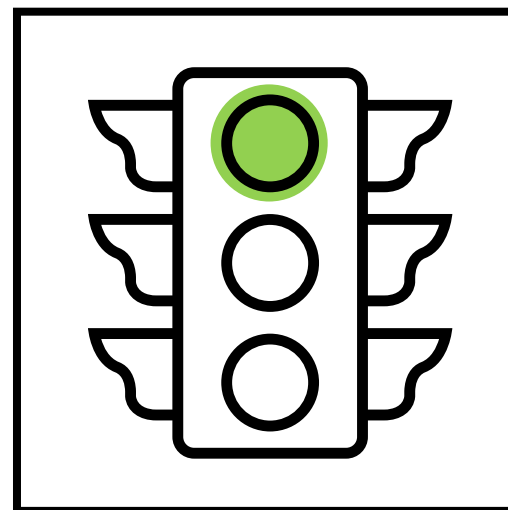
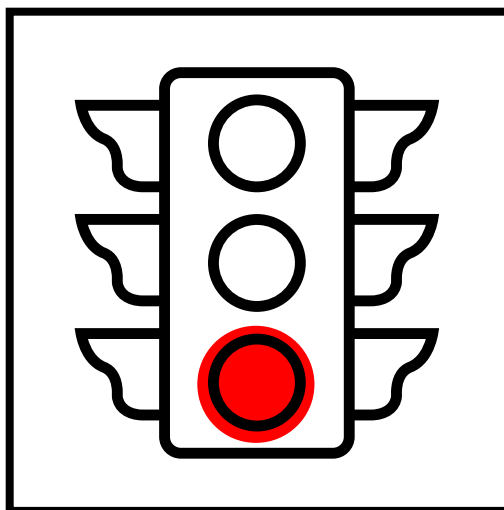
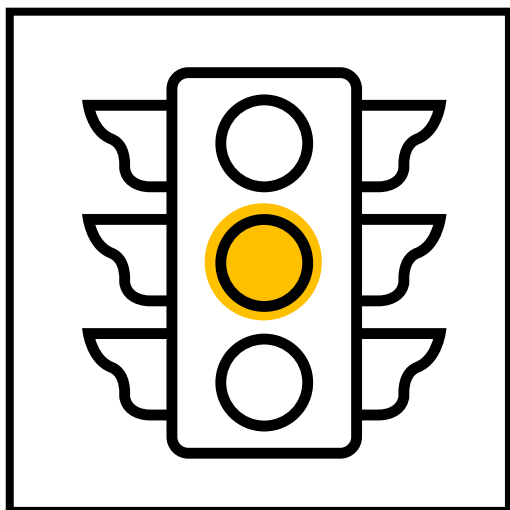
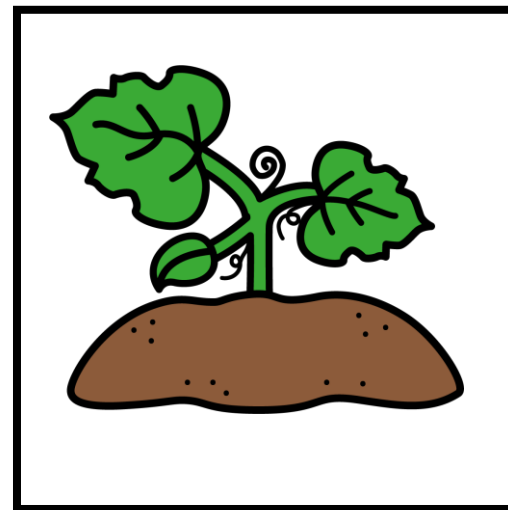
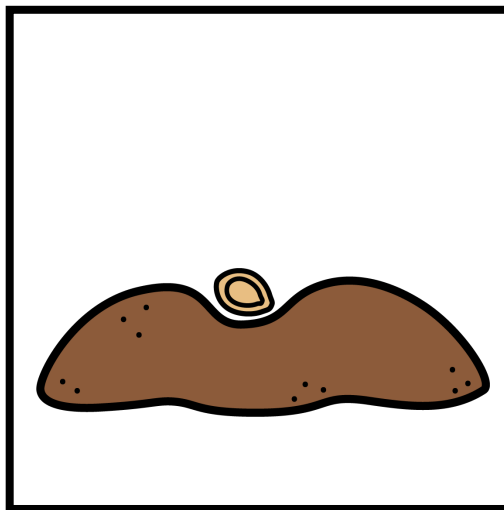
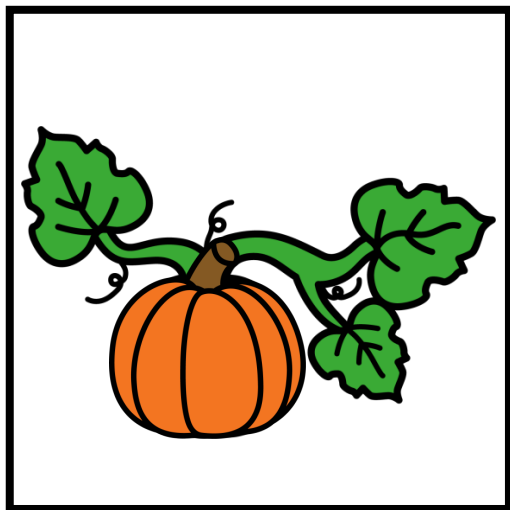
Purpose for learning: Today we will expand our knowledge by thinking about cause and effect. A cause is why something happens. An effect is what happens because of it. If a seed has moisture and the right growing conditions, what can happen? If a pumpkin is left on the ground for a long time, what can happen to it?

cause and effect





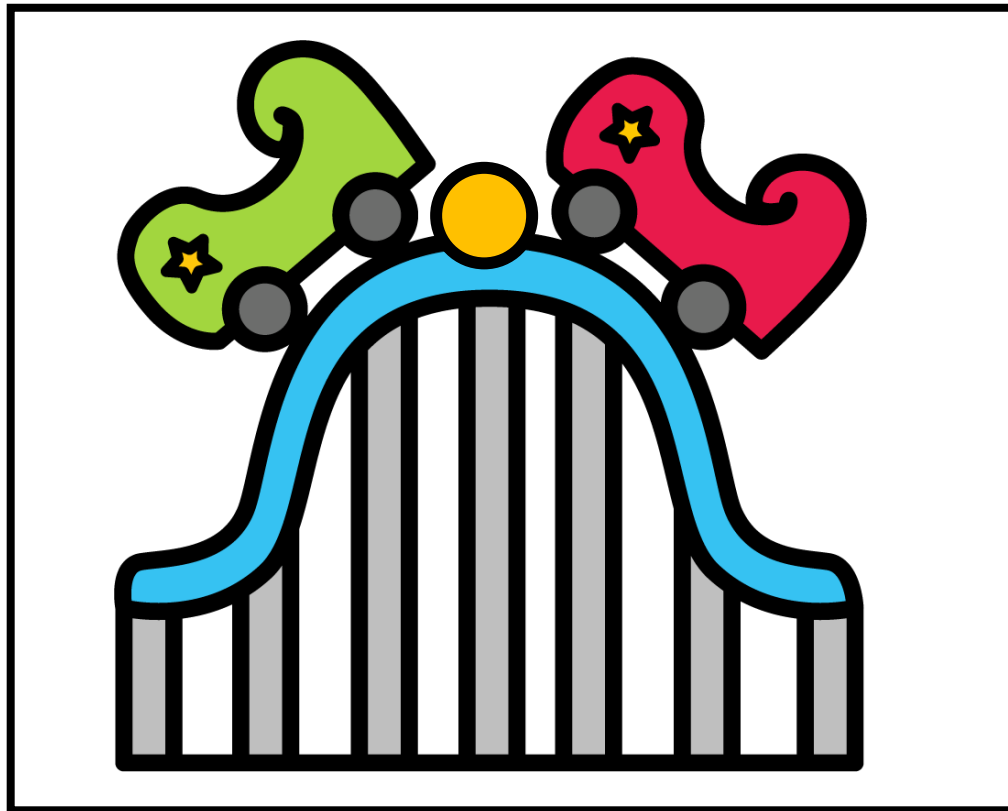
Sequence the Pumpkin Life Cycle: Let's explore the sequence of the pumpkin life cycle. Green is the beginning, yellow is the middle, and red is the ending that leads back to a new beginning. Which image belongs first? What happens in the middle? How does the ending help the cycle start again?





When we sequence information, we put important events in order so we can clearly explain what we learned. Think about each stage of the pumpkin life cycle and how one stage leads to the next. Turn to a partner and retell the pumpkin life cycle from start to finish. Include as many details as you can, and explain how the pumpkin changes along the way. Try to use the words **damp**, **mush**, **tendrils**, and **harvest** in your retell.

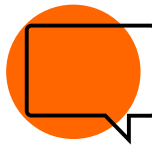
retell





LESSON 5

Pumpkin Circle by George Levenson

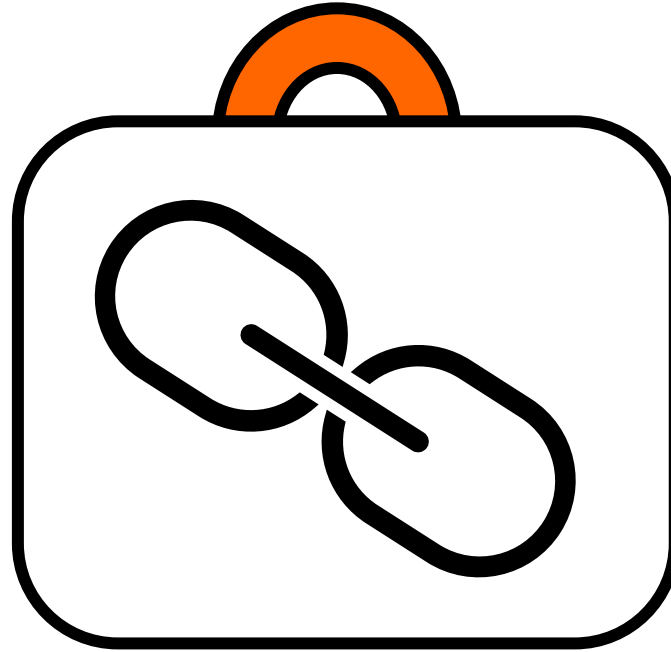


Let's review. Point to matching image for each word. **Damp** means slightly wet. **Mush** is soft, wet, and squishy. **Tendrils** are thin, curling plant parts that wrap around objects for support. **Harvest** means to gather crops when they are ready. Show the action for each word as we say it together.





Make a Connection: A self-to-self connection is when something you are learning reminds you of something you have seen, done, felt, or experienced in your own life. Think about our four vocabulary words: **damp**, **mush**, **tendrils**, and **harvest**. Which word connects to an experience you have had? Turn to a partner and share your connection. Explain what happened and why the vocabulary word makes you think of that experience.



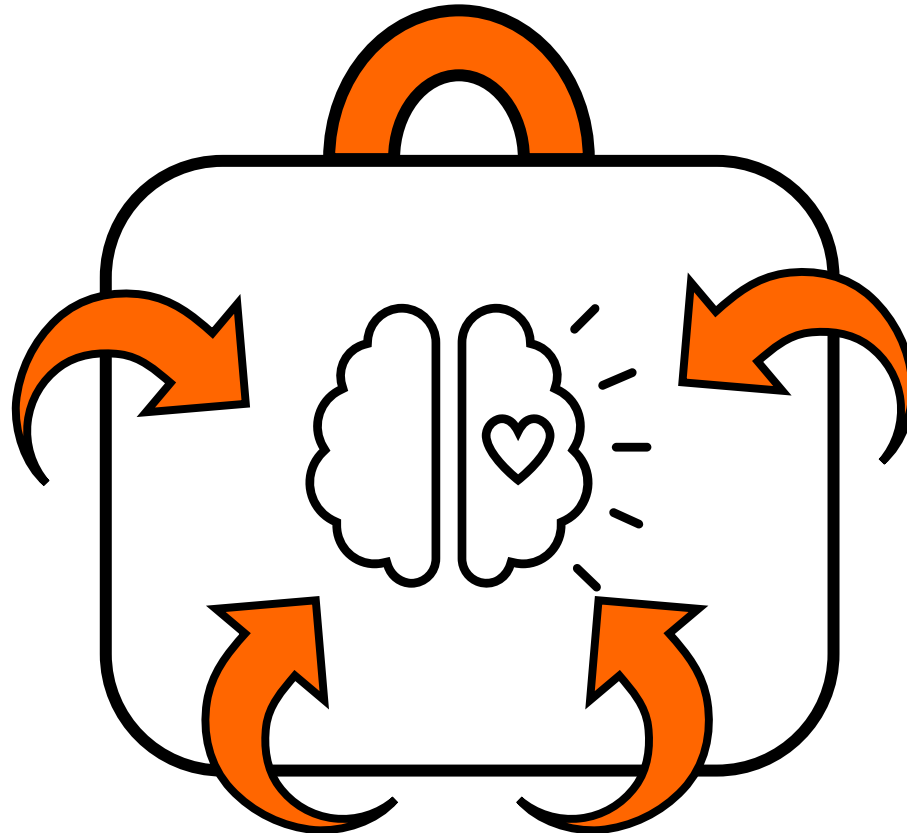
Vocabulary Extension: Can you spot the image for **damp**? Which image best represents **mush**? Point to the **tendril**. Which image shows **harvest**? Tell what each word means in your own words, then show the action for each word.

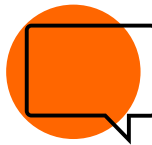




Purpose for learning: Today we will expand our knowledge about the pumpkin life cycle. Think about everything we have learned from the words and photographs in Pumpkin Circle. We will use that knowledge to explain, connect, and reason about how pumpkins grow and change.

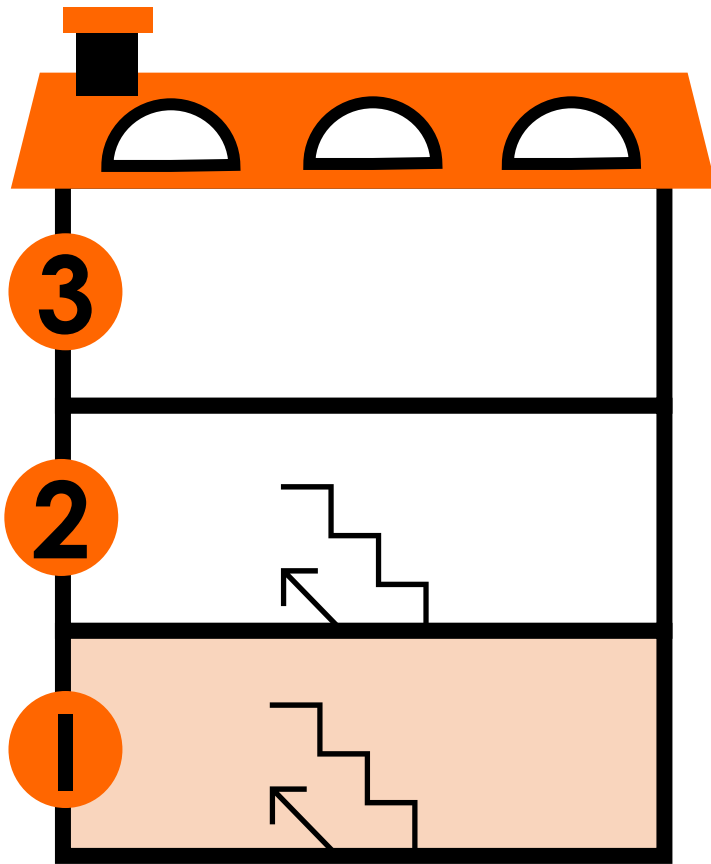
Expand Knowledge





Let's review our learning with level 1 recall questions. What does a pumpkin begin as, and what grows from the seed as the life cycle continues? When are pumpkins ready to be harvested? Why are tendrils important to a pumpkin plant as its long vines grow and spread? How does a pumpkin change throughout its life cycle, from a seed to a ripe pumpkin with new seeds inside?

Stop and Think

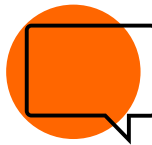


What?

When?

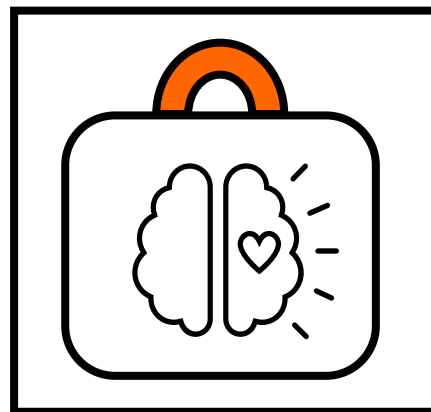
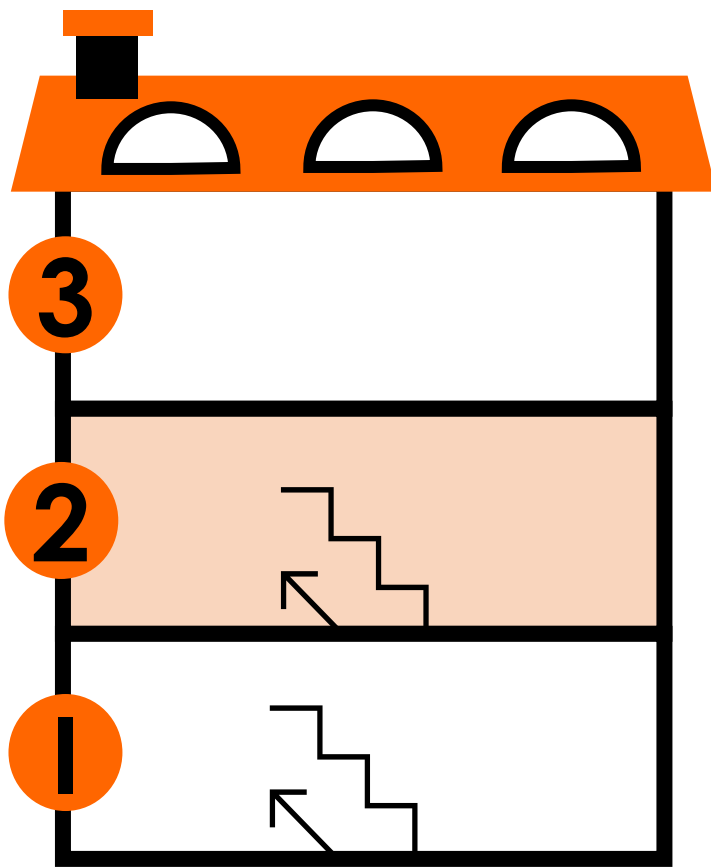
Why?

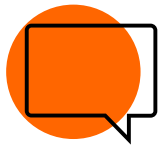
How?



Let's dig deeper with level 2 questions. *Why is moisture important at the beginning of the life cycle? How do tendrils help a pumpkin vine as it grows? Why might a farmer wait before harvesting a pumpkin? How can a pumpkin that turns to mush help the pumpkin circle continue?*

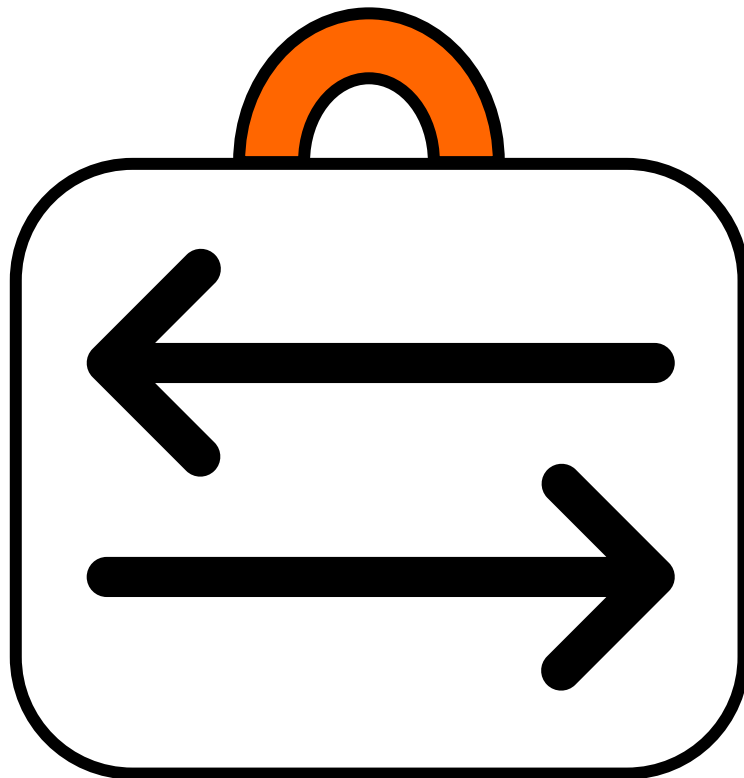
Stop and Think





Expand Your Knowledge: Text-to-Text Connections. A text-to-text connection happens when one book reminds you of something you learned or experienced in another book. Each book adds new information to our knowledge case. Think about other pumpkin books you have read, fiction or nonfiction. What knowledge is already in your knowledge case that connects to *Pumpkin Circle*? Turn to a partner and share your connection.

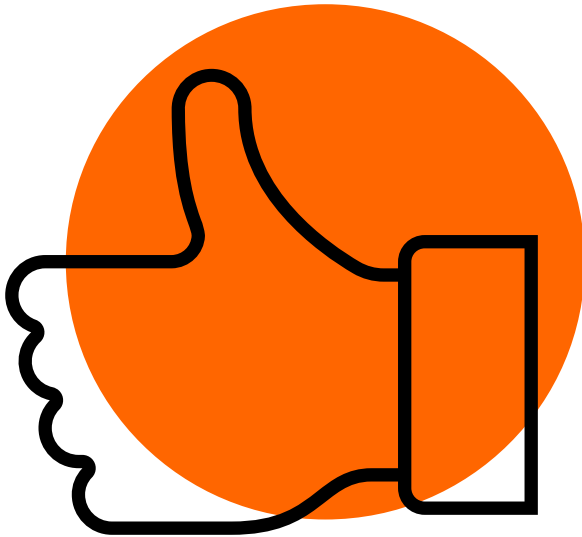
Expand Knowledge

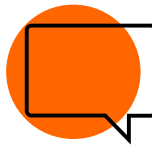




Listen as I read the assessment statements. Answer true with thumbs up and false with thumbs down. 1) Damp means completely dry. 2) Tendrils are thin, curling parts of a plant. 3) Harvest means to gather crops when they are ready.

Stop and Assess

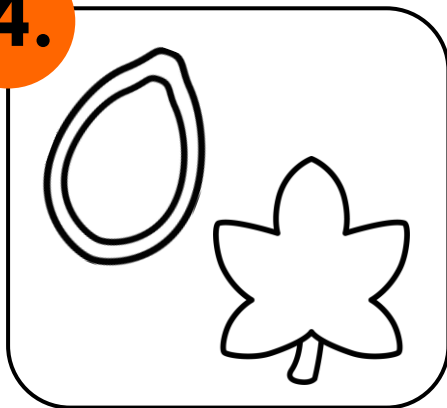




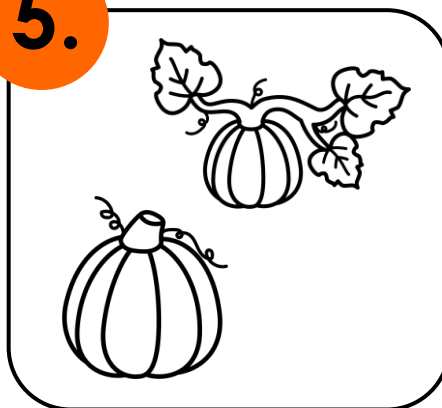
4) Circle what a pumpkin begins as: a seed or a leaf. 5) Circle the image that shows a pumpkin being harvested. 6) Which image shows what may happen as an old pumpkin decomposes: it becomes soft and mushy or it turns back into a flower?

Stop and Assess

4.



5.



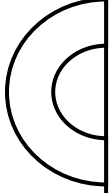
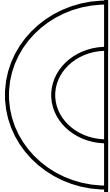
6.



Name:

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LESSON 1

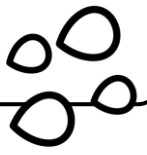
Directions: Draw your bits of knowledge before and after the read aloud.



Now that you have listened to the read aloud, illustrate a matching cover.

Name:

Directions: Draw an example and a non-example for each word.

 **damp**

example



non-example



 **mush**

example



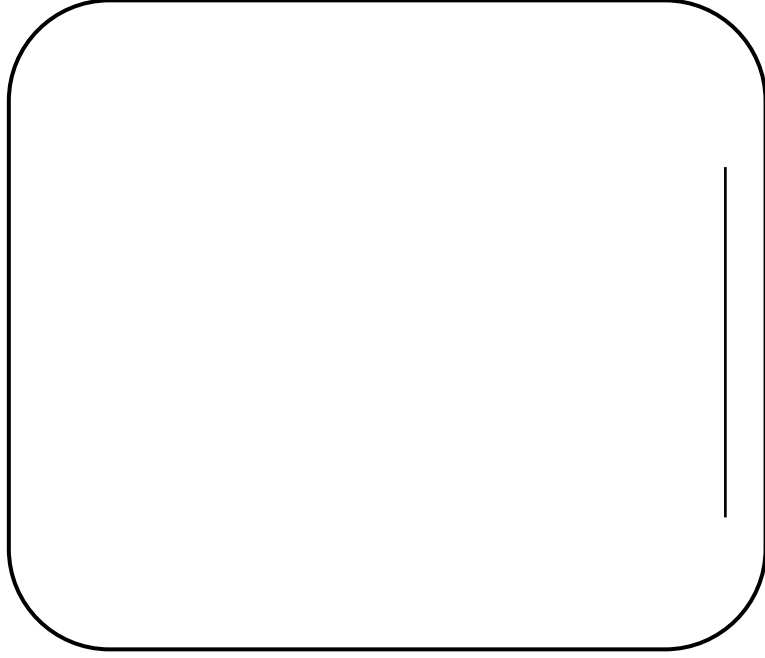
non-example

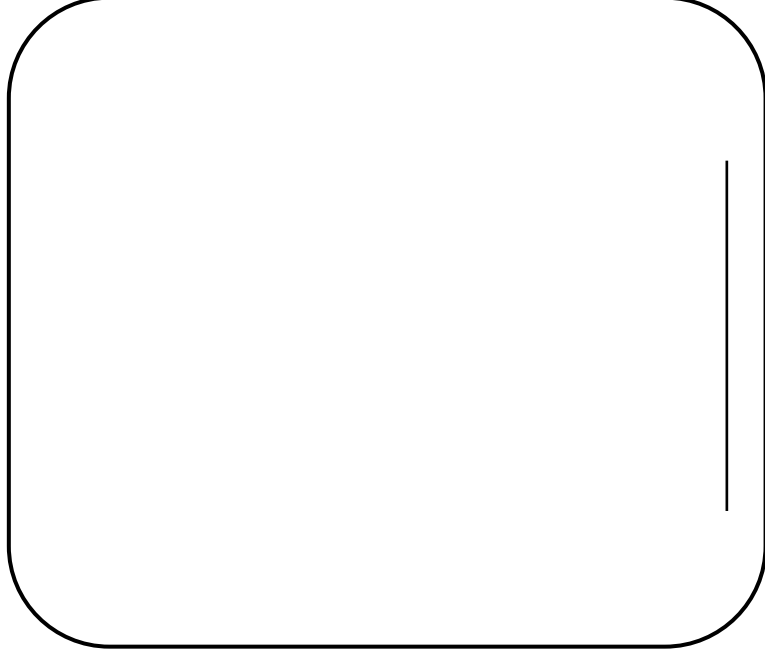


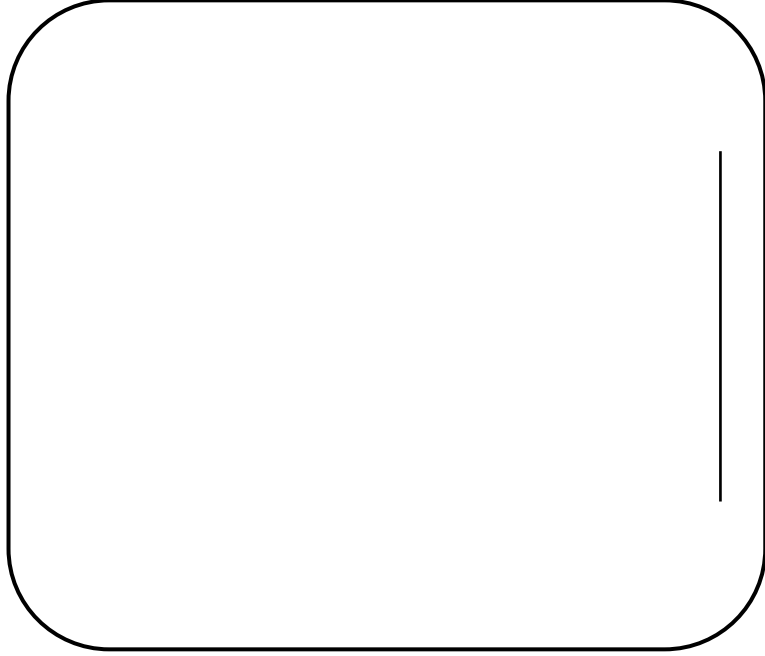
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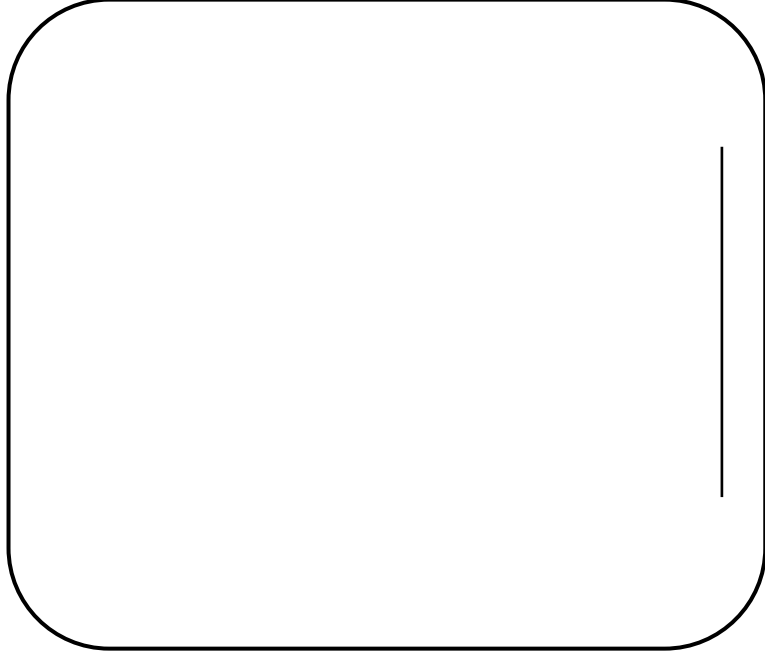
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LESSON 3

Directions: Draw four stages from the pumpkin life cycle in order.







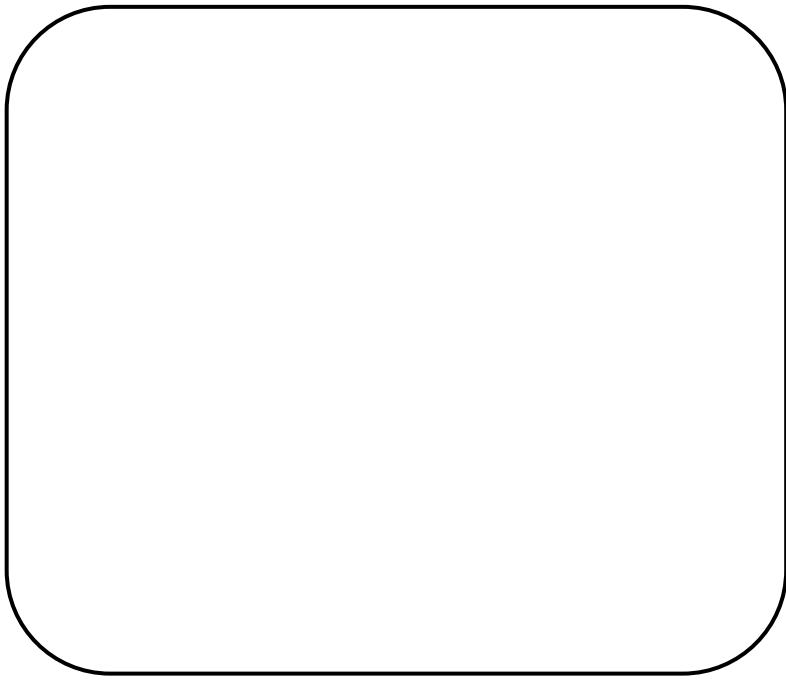
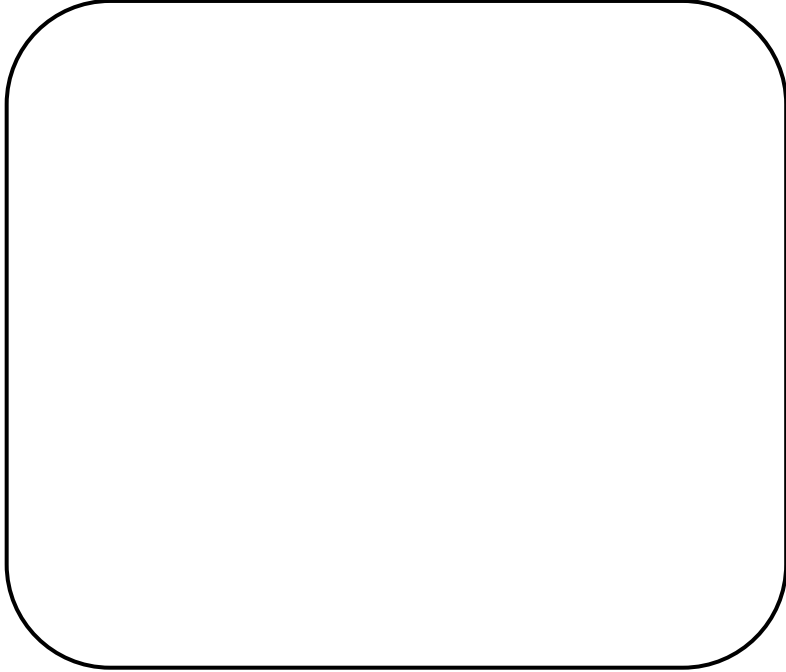


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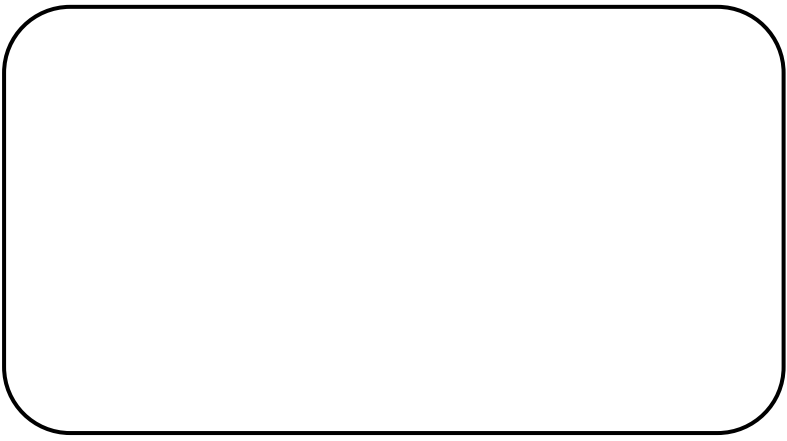
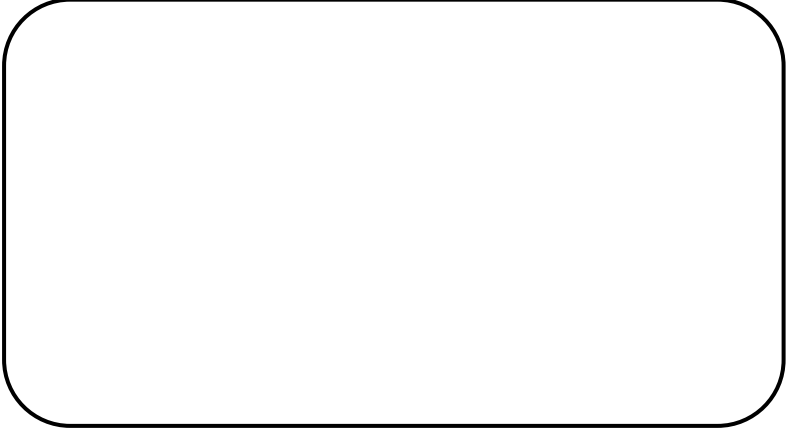
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LESSON 4

Directions: Illustrate one cause-and-effect relationship from the pumpkin life cycle.



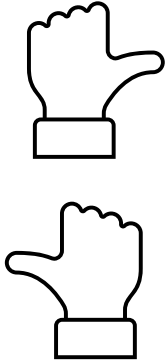
Directions: Illustrate the sequence of the pumpkin life cycle in three parts.



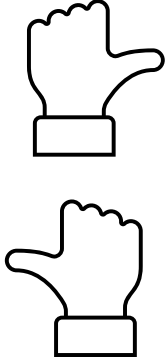
Name:

Directions: Listen and respond.

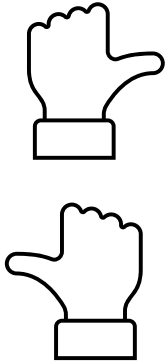
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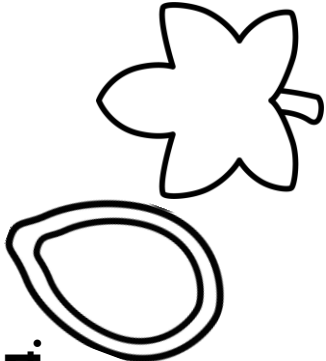
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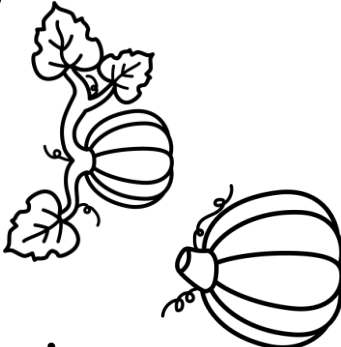
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6.

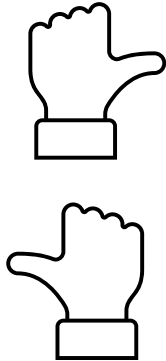


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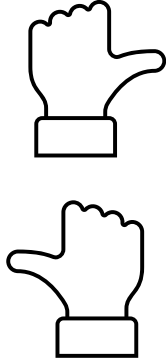
Name:

Directions: Listen and respond.

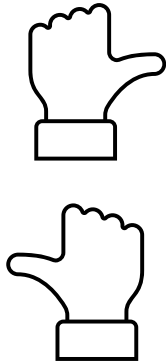
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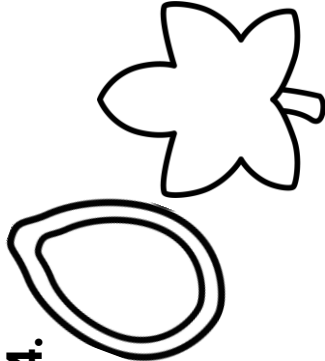
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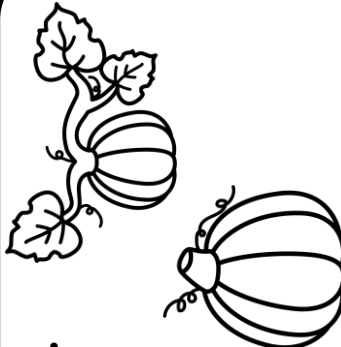
3.



4.



5.



6.



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Assessment Answer Key:

1) False

2) True

3) True

4) Seed

5) The image showing a mature pumpkin being gathered/picked.

6) The pumpkin can soften, break down, and become mushy as it decomposes.

A close-up photograph of dark, moist soil with several light-colored pumpkin seeds scattered on its surface. The soil has a clumpy, slightly glistening texture.

damp

slightly wet

A close-up photograph of a hand reaching into a hollowed-out pumpkin. The hand is pulling out a large, messy clump of orange pumpkin flesh and seeds, illustrating a mushy texture.

mush

soft, wet, and squishy

A close-up photograph of a green pumpkin vine. A prominent, thin, and tightly coiled tendril is visible, along with a yellow pumpkin flower and a large green leaf in the background.

tendrils

thin, curling plant parts that wrap around objects for support

A photograph of a wooden crate filled with many ripe, orange pumpkins. The pumpkins are of various sizes and are piled together, ready for harvest.

harvest

to gather crops when they are ready



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