
Author Erzsi Deak
Exploring Story Structure, Visual Literacy, and Creative Expression

Document prepared by Debbie Gonzales
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The Author/Illustrator Connection

**PUMPKIN TIME!**

Written by: Erzsi Deak  
Illustrated by: Doug Cushman

Ms. Deak grew up thinking that her name ‘Erzsi’ was translated to mean ‘Royal Scribe.’ A ‘scribe’ is a person who copies words in documents. Consider how this childhood belief may have influenced Ms. Deak’s passion to become an author.

Ms. Deak is not only an author. She is a literary agent, which means she helps other authors and illustrators get their books published. Determine how working as a literary agent benefits others in the pursuits of their passions.

List the things an author needs to tell a story.

Is it possible to paint pictures with words? How so?

Mr. Cushman has been drawing pictures since he was very young. When he was in high school, he created comics featuring his teachers as characters. He says that some of the teachers did not appreciate the humor in his comic strips. Why do you think this is so?

Mr. Cushman spends a great deal of time outdoors painting with watercolors. Predict why he enjoys painting in this way. Determine how painting subjects outside informs or inspires his illustration work.

Determine the difference between a picture and an illustration.

List the tools an illustrator needs to tell a story with their artwork.

To find out more about illustrator Doug Cushman access his website at www.doug-cushman.com.
A Conversation About Cover Art

Consider the front cover of PUMPKIN TIME!:
~ Identify all of the animals, objects, and people featured in the illustration. List everything and everything that you see.
~ Describe the action in this illustration. Explain what the girl has been doing. Tell how you know this to be true.
~ Explain how this illustration makes you feel.
~ Determine what the most important thing in this illustration is. Explain how you know this to be true.
~ Notice that the girl and the turkey are wearing matching boots and hats. Predict what these matching items suggest about their relationship.
~ Describe the cow’s hat. Tell why it is different than the girl’s.
~ The title of the book is PUMPKIN TIME! Discuss the connection between the title and the action taking place in this illustration.
~ Predict what this story is going to be about.

Consider the back cover of PUMPKIN TIME!:
~ Describe the action in this illustration. Tell what the pig is doing. Explain what the sheep is doing.
~ Explain how this illustration makes you feel.
~ Discuss the differences between the illustrations on the back cover and the front cover.
~ Read the text printed on the back cover.
   * Define the word ‘focused’. Describe what it means for a person to be ‘focused.’ What does being ‘focused’ look like? Feel like?
   * Define the ‘silliness’. Tell what being silly means to you. What does being ‘silly’ look like? Feel like?
   * Look closely at the way the word ‘silliness’ is printed on the back cover. Explain what printing that word in such a way suggests about its meaning.
   * Notice the two lines printed in a swerving type. Explain what printing these words in this way suggest about their meaning.
~ After studying the illustration the text on the back cover, predict what you think this story is going to be about. Has your prediction changed? How so?

The Author/Illustrator Partnership:
~ Turn back to the front cover. Discuss how the author’s words and the illustrator’s pictures work together to tell a story.
~ Turn to the back cover. Discuss how the author’s words and the illustrator’s pictures work together to tell a different story.
~ After reading PUMPKIN TIME!, reconsider the art and text featured on the cover art. Discuss your predictions. Did you guess what the story was about? Were you close? How so?
Compare and Contrast Overview

Objective: Compare and contrast the experiences of characters demonstrate in stories by closely considering both the graphic and textual representation of each.

Materials:
~ PUMPKIN TIME!
~ The Compare & Contrast Template (Guide, pg. 6)
~ Pencil
~ Colored markers or crayons

Procedure:
~ Explore the definitions of “Contrast” and “Compare”:
  • Explain that contrasting two things means to discover differences between the two.
  • Explain the comparing two things means to discover the similarities between the two.
~ Closely observe the front cover of PUMPKIN TIME for any contrasts. List any differences involving the use of:
  • Color
  • Objects
  • Expressions
  • Elements of nature
  • Anything else of interest
~ Using the Compare & Contrast Template as a guide, instruct students to identify one aspect of the illustration that is represented in similar ways. Tell students to illustrate and label the similarities in the ovals labeled ‘Different’.
~ Closely observe the front cover of PUMPKIN TIME for any similarities. List any comparisons involving the use of:
  • Color
  • Objects
  • Expressions
  • Elements of nature
  • Anything else of interest
~ Using the Compare & Contrast Template as a guide, instruct students to identify one aspect of the illustration that is represented in similar ways. Tell students to illustrate and label the similarities in the box labeled ‘The Same’.
~ Share the students’ work with the class.
Plotting & Planting

Objective: To comprehend the overall structure of a story - from the beginning, to the middle, and the end - by the recollection of key details, citation, and illustration.

Materials:
- PUMPKIN TIME
- Plotting and Planting Template - featuring a Plot Strip and Story Tabs (Guide, pg. 8)
- Scissors
- Tape
- Colored markers or colored pencils

Procedure:
- Print Plotting and Planting Template. Use scissors to trim around the borders of the Plot Strip and Story Tabs.
- Read each story tab. Search through PUMPKIN TIME to discover where on the story sequence each Story Tab lies. Place the story tab in the correct space on the right of the Plot Strip.
- Instruct students to illustrate the scene which the Story Tab represents above the quote on the tab.
- Upon completion, encourage students to tell the story of PUMPKIN TIME from Evy’s point of view, as represented in the story tab sequencing.
- Refer to the image below for process and final product clarification.

![Plot Strip and Story Tabs](image-url)
The day the sheep picnicked on the neighbor’s lawn... Evy didn’t see a thing.

The day the chickens, rabbits, and pigs played badminton... Evy didn’t feel a thing.

The day ghosts and goblins danced door-to-door all night long... Evy wasn’t scared.

The day everyone gathered around the harvest table... Evy didn’t notice.

The day Evy wore her gardening boots and planted big seeds and little seeds in the soft black earth... she saw a feast waiting to sprout.
Facts & Trivia Crossword Puzzle

Review the ‘Facts and Trivia’ section featured in the PUMKIN TIME backmatter to discover the answers to the crossword puzzle below.

Across:
3. The largest pumpkin pie ever baked weighed 3,699 _______
5. A variety of pumpkin that weighs 400-600 pounds
7. __________ are fruits

Down:
1. The self-proclaimed pumpkin capital of the world
2. An _________ pumpkin weighs 10-20 pounds
4. Pumpkins are made of 90% __________
6. Another name for pumpkin seeds
7. An Atlantic Giant pumpkin is big enough to bake 300 ________
Review the ‘Facts and Trivia’ section featured in the PUMKIN TIME backmatter to discover the answers to the crossword puzzle below.

### Across:
3. The largest pumpkin pie ever baked weighed 3,699 _______.
5. A variety of pumpkin that weighs 400-600 pounds.
7. __________ are fruits.

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1. The self-proclaimed pumpkin capital of the world.
2. An ________ pumpkin weighs 10-20 pounds.
4. Pumpkins are made of 90% __________.
6. Another name for pumpkin seeds.
7. An Atlantic Giant pumpkin is big enough to bake 300 _________.
<table>
<thead>
<tr>
<th>CCSS.ELA-Literacy.RL.K.1</th>
<th>With prompting and support, ask and answer questions about key details in a text.</th>
<th>⬤ ⬤ ⬤ ⬤ ⬤</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.RL.K.2</td>
<td>With prompting and support, retell familiar stories, including key details.</td>
<td>⬤ ⬤</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RL.K.3</td>
<td>With prompting and support, identify characters, settings, and major events in a story.</td>
<td>⬤ ⬤ ⬤</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RL.K.4</td>
<td>Ask and answer questions about unknown words in a text.</td>
<td>⬤ ⬤</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RL.K.6</td>
<td>With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</td>
<td>⬤</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RL.K.7</td>
<td>With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</td>
<td>⬤ ⬤ ⬤</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RL.K.9</td>
<td>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</td>
<td>⬤</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.K.10</td>
<td>Actively engage in group reading activities with purpose and understanding.</td>
<td>⬤ ⬤ ⬤ ⬤</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.1.1</td>
<td>Ask and answer questions about key details in a text.</td>
<td>⬤ ⬤ ⬤ ⬤</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.1.2</td>
<td>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</td>
<td>⬤ ⬤</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RL.1.3</td>
<td>Describe characters, settings, and major events in a story, using key details.</td>
<td>⬤ ⬤ ⬤</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.1.7</td>
<td>Use illustrations and details in a story to describe its characters, setting, or events.</td>
<td>⬤ ⬤ ⬤</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.1.9</td>
<td>Compare and contrast the adventures and experiences of characters in stories.</td>
<td>⬤</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RL.2.2</td>
<td>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</td>
<td>⬤ ⬤ ⬤</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RL.2.3</td>
<td>Describe how characters in a story respond to major events and challenges.</td>
<td>⬤ ⬤ ⬤</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.2.5</td>
<td>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.2.6</td>
<td>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</td>
<td>⬤</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.2.7</td>
<td>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</td>
<td>⬤ ⬤ ⬤</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.2.10</td>
<td>By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td>⬤ ⬤ ⬤ ⬤</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.3.1</td>
<td>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.3.3</td>
<td>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</td>
<td>⬤ ⬤ ⬤</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RL.3.7</td>
<td>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</td>
<td>⬤ ⬤ ⬤</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RL.3.10</td>
<td>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</td>
<td>⬤ ⬤ ⬤ ⬤</td>
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</table>
### English Language Arts Standards ➔ Speaking & Listening

<table>
<thead>
<tr>
<th>CCSS.ELA-Literacy.SL.1.1</th>
<th>Participate in collaborative conversations with diverse partners about <em>grade 1 topics and texts</em> with peers and adults in small and larger groups.</th>
<th>♦</th>
<th>♦</th>
<th>♦</th>
<th>♦</th>
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</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.SL.1.2</td>
<td>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</td>
<td>♦</td>
<td>♦</td>
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<tr>
<td>CCSS.ELA-Literacy.SL.1.3</td>
<td>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</td>
<td>♦</td>
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<td>♦</td>
<td>♦</td>
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<tr>
<td>CCSS.ELA-Literacy.SL.1.4</td>
<td>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</td>
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<tr>
<td>CCSS.ELA-Literacy.SL.1.5</td>
<td>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</td>
<td>♦</td>
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<tr>
<td>CCSS.ELA-Literacy.SL.1.6</td>
<td>Produce complete sentences when appropriate to task and situation.</td>
<td>♦</td>
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<tr>
<td>CCSS.ELA-Literacy.SL.2.1</td>
<td>Participate in collaborative conversations with diverse partners about <em>grade 2 topics and texts</em> with peers and adults in small and larger groups.</td>
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<td>♦</td>
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<td>CCSS.ELA-Literacy.SL.2.2</td>
<td>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</td>
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<tr>
<td>CCSS.ELA-Literacy.SL.2.3</td>
<td>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</td>
<td>♦</td>
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<tr>
<td>CCSS.ELA-Literacy.SL.2.4</td>
<td>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</td>
<td>♦</td>
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<tr>
<td>CCSS.ELA-Literacy.SL.2.6</td>
<td>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</td>
<td>♦</td>
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<tr>
<td>CCSS.ELA-Literacy.SL.3.1</td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <em>grade 3 topics and texts</em>, building on others' ideas and expressing their own clearly.</td>
<td>♦</td>
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<td>CCSS.ELA-Literacy.SL.3.2</td>
<td>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
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<tr>
<td>CCSS.ELA-Literacy.SL.3.3</td>
<td>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</td>
<td>♦</td>
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<td>CCSS.ELA-Literacy.SL.3.4</td>
<td>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</td>
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<td>♦</td>
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<tr>
<td>CCSS.ELA-Literacy.SL.3.6</td>
<td>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</td>
<td>♦</td>
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<td>♦</td>
<td>♦</td>
</tr>
</tbody>
</table>
The day the cows strolled down Main Street in fancy hats...Evy didn’t notice.

What was Evy doing?

Evy is so focused on watching her garden grow that she misses all the silliness going on around her—pigs DANCING, donkeys FLYING, and sheep HAVING A PICNIC.

But after Evy’s spent all year taking care of her garden, everyone’s invited to pumpkin time.