

Pumpkins, Pumpkins, Pumpkins

A Thematic Unit

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This interdisciplinary project is based on the theme of PUMPKINS. It is intended for use in a second grade classroom, but could easily be adapted for use in another, higher or lower.

UNIT 1: LITERATURE, READING, AND WRITING

- **Lesson 1: Pumpkin Pumpkin Introduction-**

Students will be introduced to the story Pumpkin Pumpkin, make predictions and do a paired sequencing activity.

- **Lesson 2: Pumpkin Pumpkin Sequencing-**

Students will read Pumpkin Pumpkin, tell the story in their own words, and play a pumpkin pairing game.

- **Lesson 3: Pumpkin Pumpkin Vocab & Writing-**

Students will extend their vocabulary, comprehension, and language use and write a story using the vocabulary learned.

- **Lesson 4: Pumpkin Songs and Poems-**

Students will be introduced to songs and poems about pumpkins and will review emotions from a previous lesson.

UNIT 2: MATH

- **Lesson 1: Pumpkin Base Ten-**

Students will work with pumpkin seeds to practice and gain proficiency in using the ones and tens groups.

- **Lesson 2: How Many Pumpkins Tall Are You?-**

Students will measure each other's height using pumpkins as non-standard units of measurement.

- **Lesson 3: Pumpkin Rolling Contest-**

Students will estimate through a "pumpkin rolling contest" and compare estimates to measurements.

- **Lesson 4: Bar Graph-**

Students will analyze a bar graph to determine which groups had the closest and farthest estimations.

UNIT 3: SCIENCE, SOCIAL STUDIES, AND FIELD TRIP

- **Lesson 1: Pumpkin Growth-**

Students will get the opportunity to read and evaluate books and gain information about the pumpkin growth cycle.

- **Lesson 2: Field Trip Prep. - Internet Activity-**

Students will prepare for a field trip by using the Internet to evaluate websites and create maps to pumpkin farms.

- **Lesson 3: Field Trip to a Pumpkin Farm-**

Students will go to a pumpkin farm to observe pumpkins, then compare and contrast pumpkins on a Venn diagram.

- **Lesson 4: Plant Pumpkins, See What Happens-**

Students will put into practice their knowledge of pumpkin growth, planting, caring for, and observing their own pumpkin.

PUMPKIN EXTRAS: Additional games, songs, and activities to be used in conjunction with the three pumpkin units.

Lesson 1

Pumpkin Pumpkin - Introduction

OBJECTIVE:

The students will listen to the story, participate in the class discussion, and respond appropriately to questions asked by the teacher.

STANDARDS:

Goal 2 Standard 1: Follow oral directions

Expressing likes and dislikes

Participating in full class discussions

Goal 2 Standard 2: Hypothesizing and predicting

Goal 2 Standard 3: Applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text

MATERIALS:

The big book Pumpkin Pumpkin by Jeanne Titherington

Stand, chart paper, and marker

Pumpkin Sequence cards

Strips of white paper 4 inches high and 32 inches long

PROCEDURE:

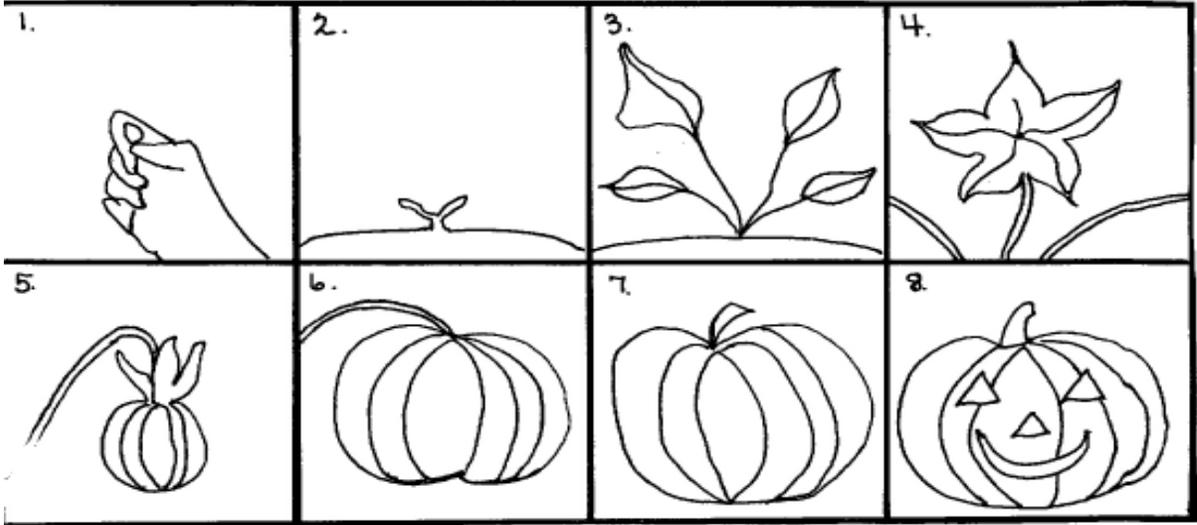
- Settle children on the floor around you and invite them to look at the front cover.
- Read the title and give the children time to talk about what they see.
- Ask the children to tell who they think the boy is and why he is sitting on the pumpkin.
- Turn the pages slowly, without reading it, to give the children time to look at the illustrations.
- Ask students to tell you some of the things they see and what they think the book might be about. Record on the chart paper at least one prediction from each child, adding initials for identification.
- Read the story to the end without pausing.
- Now return to the comments recorded earlier. Have each child read his along with you.
- Encourage children to respond to the story. Ask them if they liked it, what they liked best about it, and which illustration was their favorite.
- Recap the story with the group. Ask what Jamie did with the seed, what happens next and so on. Draw a rebus on the chart paper to show the sequence of the pumpkin plant's growth.

- Divide the group into pairs and pass out the sheets of pumpkin sequence cards and plain strips of white paper. Have students work together to cut and paste the cards onto the white strips in the correct order.

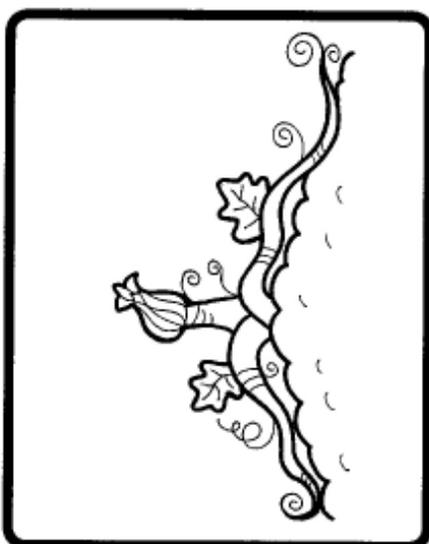
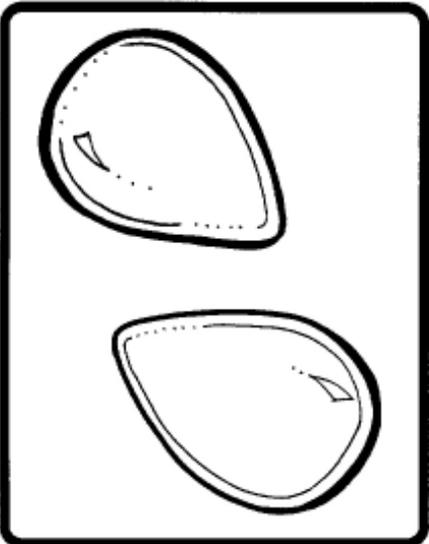
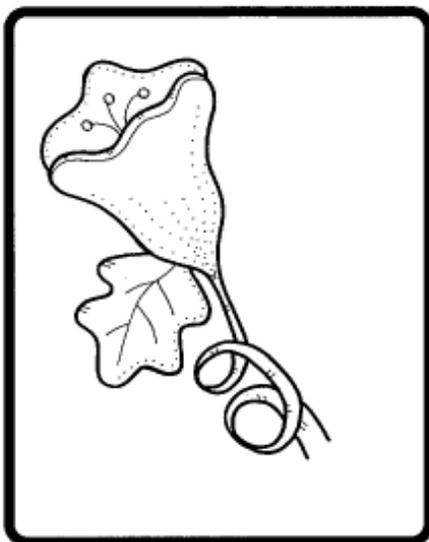
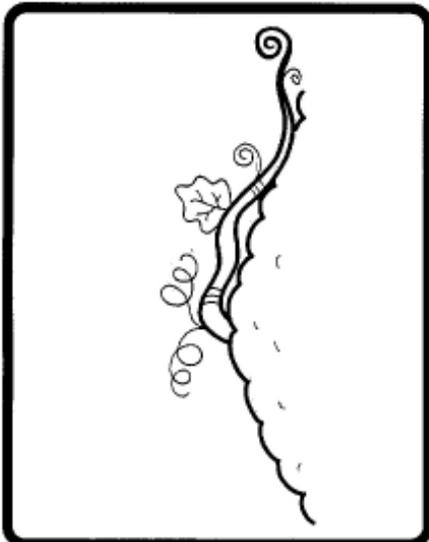
ASSESSMENT:

Students responses to questions about the story.
Successful completion of the sequence activity.

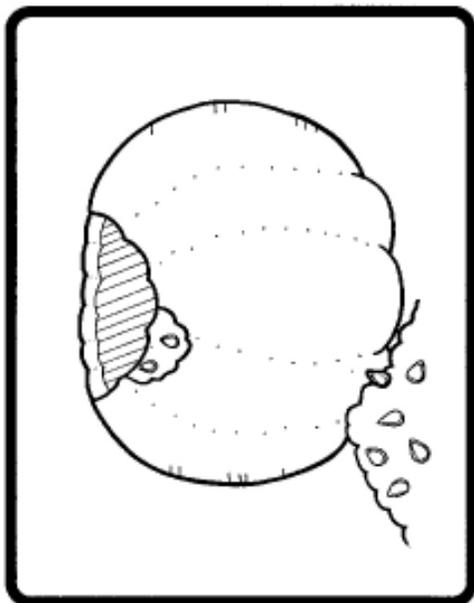
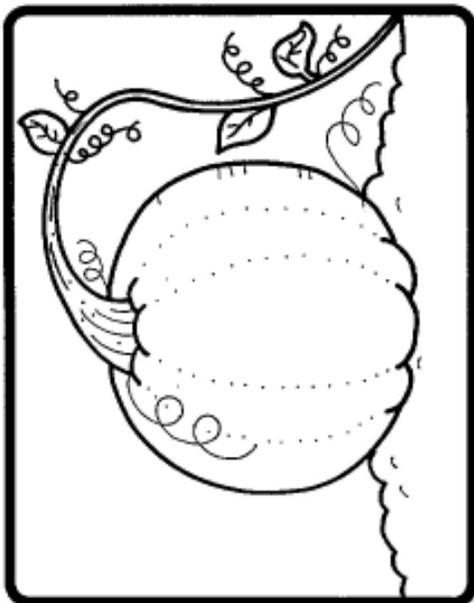
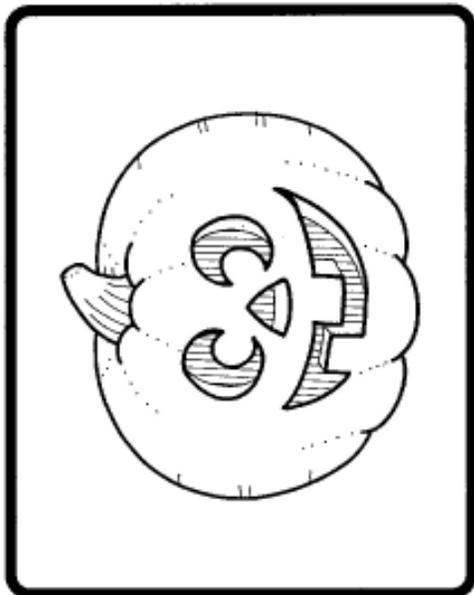
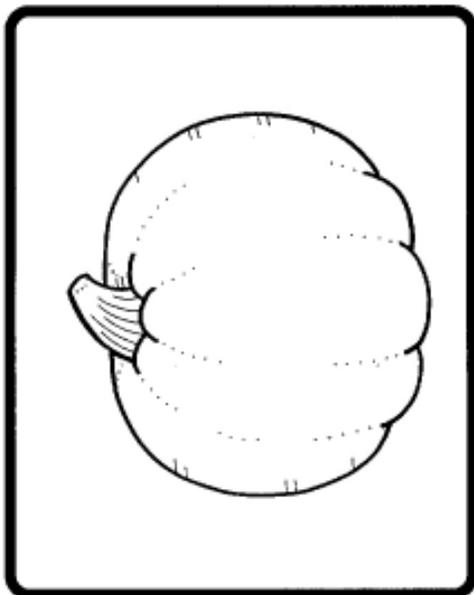
Lesson 1
Rebus



Pumpkin Sequence Cards



Pumpkin Sequence Cards



Lesson 2

Pumpkin Pumpkin Sequencing

OBJECTIVE:

Students will reread the story Pumpkin Pumpkin by Jeanne Titherington and be encouraged to read it on their own. They will be encouraged to retell the story in their own words and use the correct sequence. Students will look for p words. Students will participate in a card game with peers.

STANDARDS:

Goal 1 Standard 2: Participating in popular culture

Goal 2 Standard 2: Retelling information

Goal 3 Standard 1: Using the appropriate degree of formality with different audiences and settings.

MATERIALS:

Pumpkin Pumpkin big book and Pumpkin Pumpkin small books, one for each students

Chart stand, paper and marker

Pumpkin Pairs for card game

Sentence strips

PROCEDURE:

- Reread story through a second time using your hand as a pointer to underline the words as you read them.
- Give children a chance to respond to the story on a personal level.
- Read it again and invite students to read along with you.
- Distribute individual small books and ask for volunteers to read each page.
- Reinforce the sequence by using the rebus from lesson 1. Remind the children that this helps them remember what happened first, second, third and so on. Tell the story out of order and see if students can tell you what is wrong. Afterward ask children to retell the story in their own words.
- Give students strips of paper with the sentences from the story written on them. One sentence per strip. Divide the class into groups of 2 or 3 and have them put the sentences into the correct sequence.
- Print the words Pumpkin Pumpkin on chart paper. Challenge the students to find the P words in the story. Make a list. Then ask for other words that begin with p. Add these to the list. Read all the p words and have volunteers underline the initial p in each.
- Divide the class into pairs and play the card game Pumpkin Pairs. It is just like Concentration. Directions and patterns for the cards follow this lesson.

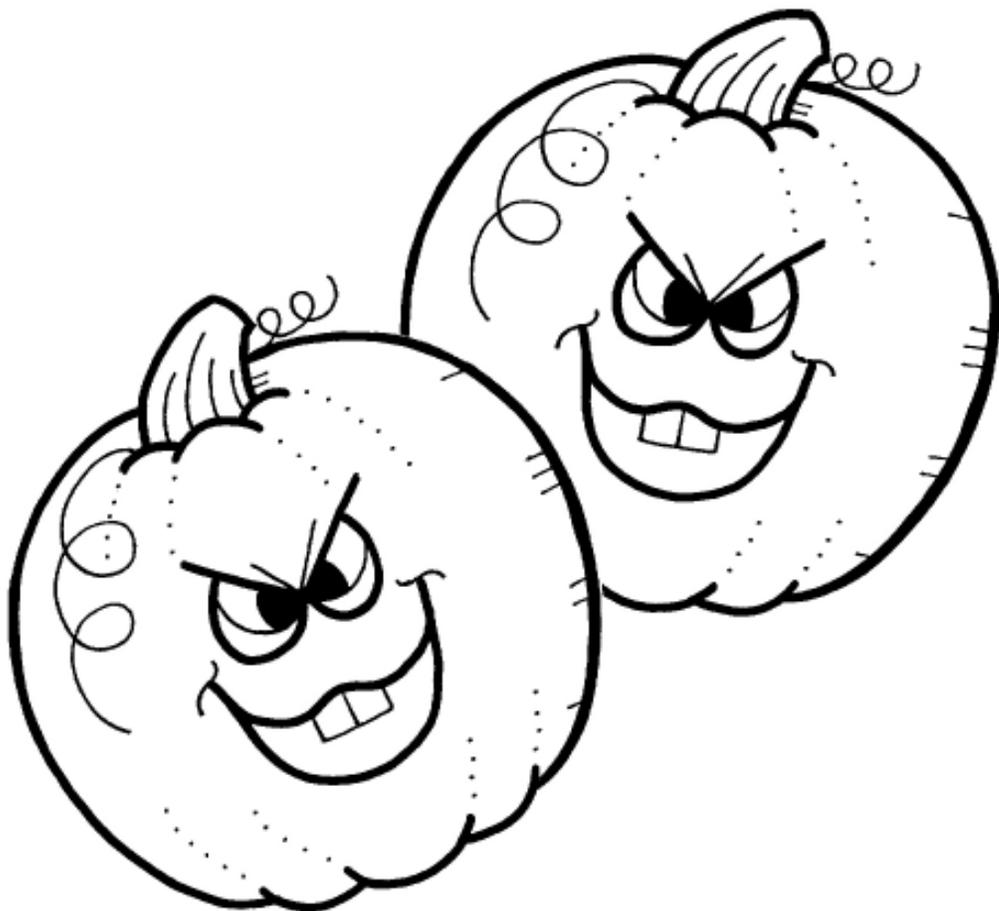
- Discuss the faces on the pumpkin cards. See if students can identify the emotions depicted on the faces of the pumpkins.

ASSESSMENT:

Teacher will note ability of students to retell the story.

Teacher will note if each group is able to put the story strips into the correct sequence

Teacher will observe student participation in card game by walking around the room and listening to the verbal exchanges.

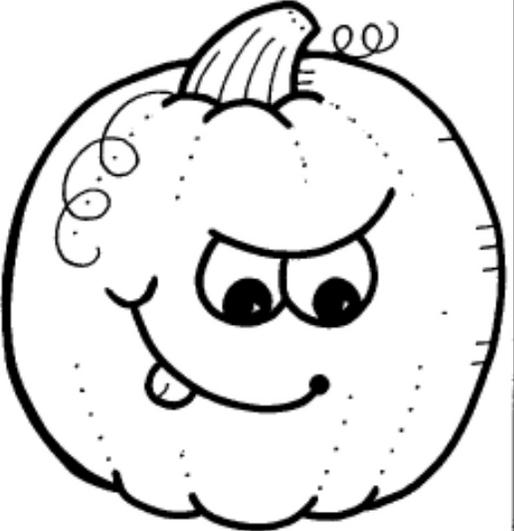


PUMPKIN PAIRS

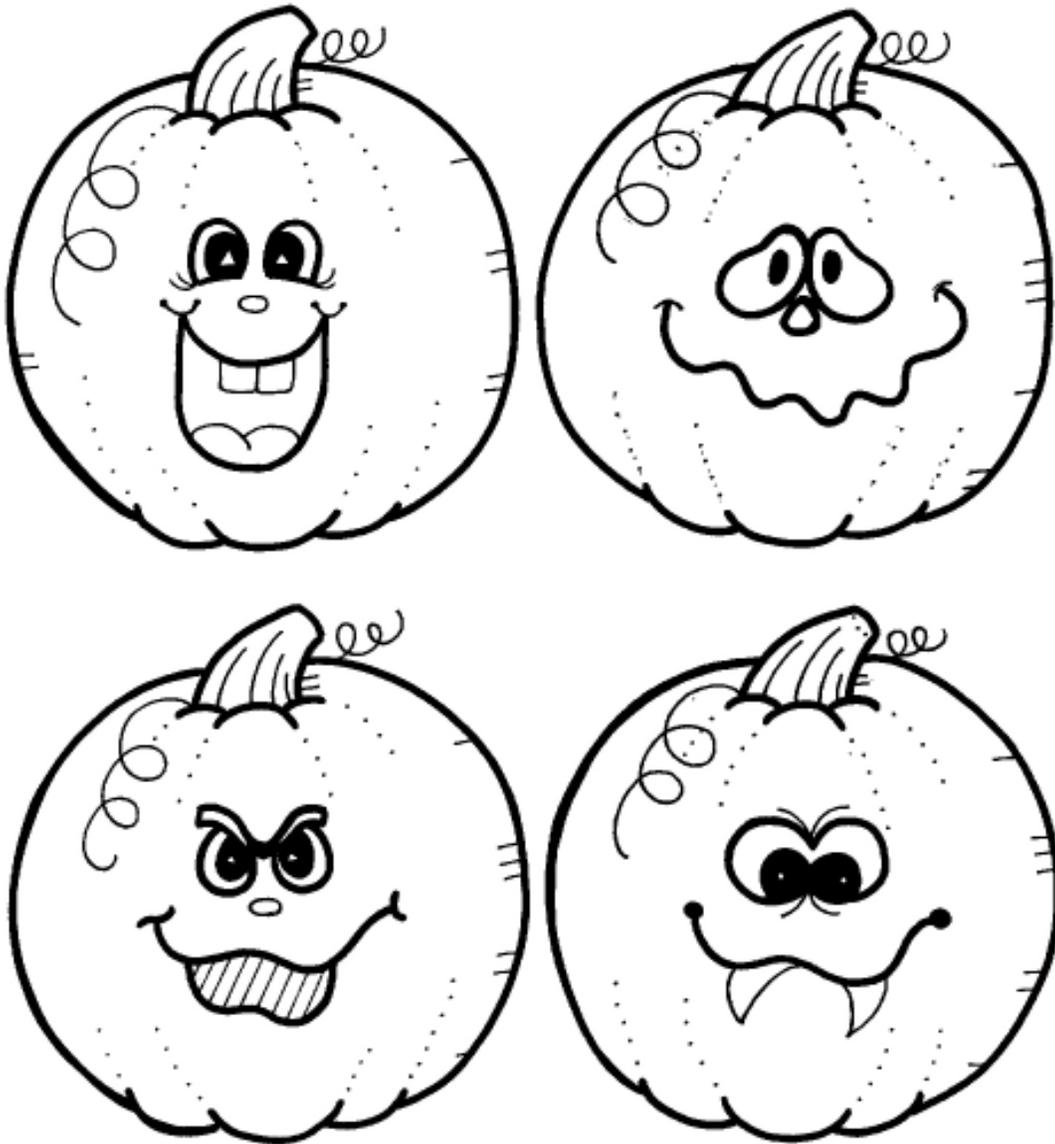
DIRECTIONS:

1. This game is played much like "Memory" and is for 2-4 players. Spread out all cards face down on the playing area.
2. In turn each player turns over two cards. If the cards match, the player keeps them and continues his turn until there is no match. If the cards do not match, the cards are turned back face down and the next player takes a turn.
3. Play continues in this manner until all matched pairs have been found. The player with the most sets at the end of the game is the winner.

Pumpkin Pair Patterns



Pumpkin Pair Patterns



Lesson 3

Pumpkin Pumpkin - Vocabulary and Writing

OBJECTIVES:

To extend vocabulary comprehension and language use through various activities using the book Pumpkin Pumpkin. To write a story using the vocabulary learned to date.

STANDARDS:

- Goal 1 Standard 3: Testing hypotheses about language
Exploring alternative ways of saying things
- Goal 2 Standard 3: Using context to construct meaning
- Goal 3 Standard 2: Recognizing and adjusting behavior in response to nonverbal cues

MATERIALS:

Big book Pumpkin Pumpkin
Stand, chart paper, and markers
Pumpkin shape writing booklets

PROCEDURE:

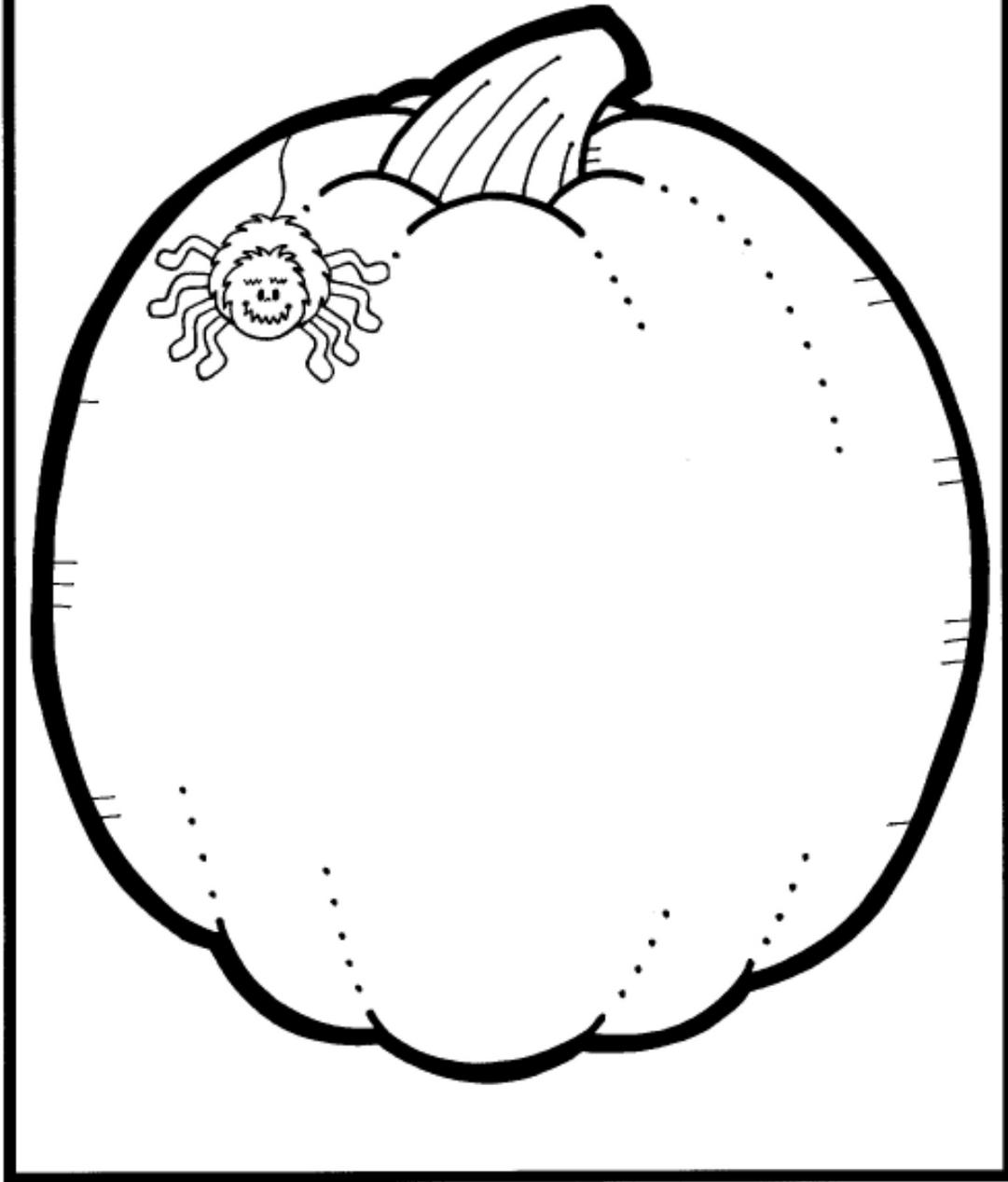
- Write the following sentence on chart paper: Jamie planted a pumpkin seed. Use a different color marker when writing Jamie and pumpkin. Invite children to tell what kind of seed they would like to plant. Write each child's response under the model sentence (See example following lesson). After each child has responded, have the students read the sentences. Ask them which words in the sentence are the same and which are different.
- Write the following sentence on chart paper: Jamie scooped out the pumpkin pulp. Invite a child to read the sentence. As the student reads it, pantomime the action for scooped. Tell the children that scooped is an action word and tells what Jamie did. Use the text to find other action words. Have students read them and pantomime them. Ask for other action words to be pantomimed. See if the students can guess them. Then add them to the list.
- Turn the pages of the book so that the children can see the illustrations. Ask them to name the animals they see. Print the animals' names on chart paper. Tell the children you will tell them a riddle about each animal and they must guess which one it is. See the examples following the lesson.
- Remind the children what action words are. Invite them to choose one of the animals from the story and pantomime how the animal moves.
- Now distribute the pumpkin shape books (See example following lesson). Do a story web then have the students write a story about pumpkins using the learned vocabulary. Provide a word bank for those who need it.

ASSESSMENT:

Students' responses to teacher questions would be an indication of their depth of understanding.

Date and keep the story as part of portfolio that can be compared to later work.

Pumpkin Shape Book Pattern



Lesson 4 Pumpkin Songs and Poems

OBJECTIVES:

Students will be introduced to some songs and poems about pumpkins. The main song *Here's A Pumpkin* will eventually be learned by the class. The accompanying flannel board activity will serve as a review for shapes and Boehm concepts such as "on top of."

STANDARDS:

- Goal 1 Standard 2: Expressing personal feelings
Reading or participating in a favorite activity
- Goal 2 Standard 3: Selecting different media to help understand language
Listening to and imitating how others use English

MATERIALS:

Flannel board
Shapes listed on the *Here's a Pumpkin* page
Words to songs and poems written on chart paper
Stand and chart paper
Two large paper pumpkins
Two sets of facial features for a Jack-O-Lantern
Straws

PROCEDURE:

- Seat the children in a semicircle around you and the materials. Have students become familiar with the words to *Here's A Pumpkin*. Read it through going over any vocabulary that might need to be explained. Ask for questions.
- Have students read it through with you. Do it more than one time if they seem to be having difficulties.
- Introduce the tune. Sing it first then have the students sing with you.
- Show the class the orange pumpkin. Talk about its color and shape as well as the other felt pieces to the song. Distribute them to various students and have them put them on the board as the song is sung (Give every student the opportunity to participate).
- Read and discuss the poems. Ask students if they have a favorite they would like to learn.
- Divide the class into two teams and play Jack-O-Lantern Relay Race.

ASSESSMENT:

Observation of students listening skills as they place the parts on the Jack-O-Lantern while the song is sung.

Observation of reading skills as students read the poems aloud to the class.

HERE'S A PUMPKIN

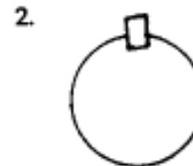
(flannel board rhyme sung to the tune of "Where is Thumbkin?")

Note: For this flannel board rhyme, you will need an orange circle, a green stem, two round black circles for the eyes, a black triangle for the nose, and a smile with two teeth (square shapes) cut out of the smile. As you sing each verse, add the different parts as shown below.

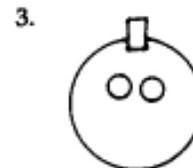
Here's a pumpkin, here's a pumpkin,
Orange and round, orange and round.
Started as a seed, sprouted and then blossomed.
Grew and grew, on the ground.



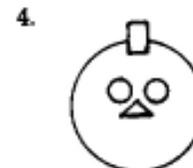
Here's the top hat, here's the top hat,
Right on top, right on top.
First you carve around it, to take all the seeds out,
Off it pops, off it pops.



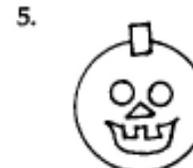
Here are two eyes, here are two eyes,
Round as can be, round as can be.
First you carve the right one, then you carve the left one,
Looking at you, looking at me.



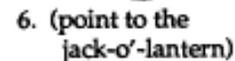
Here's a big nose, here's a big nose,
With three sides, with three sides.
Two points at the bottom, one point at the top,
Cannot hide, cannot hide.



Here's a big grin, here's a big grin,
Glad as can be, glad as can be.
Look what's in the middle, two squares that are little,
Must be teeth, must be teeth.



Where's the pumpkin, where's the pumpkin?
We've just seen, we've just seen,
How you carve a pumpkin, to make a jack-o'-lantern,
For Halloween, for Halloween.



Natalie Hill

Objective:

Students will measure each others' height using pumpkins as units of measurement.

National Standards:

Goal 1 Standard 3: selecting different media to help understand language
sharing and requesting information
using non-verbal communication in social interaction

Goal 2 Standard 1: participate in full class, group, and pair discussion
ask and answer questions
request information and assistance
negotiating and managing interaction to accomplish tasks

Goal 2 Standard 2: representing information visually
interpreting information presented visually

Materials:

Mini post-it notes (1/student), 12" rulers (1/student), 1 large pumpkin (about 10" tall), "Measure Your Partner" worksheets, marker board & markers, pencils

Procedure:

Have students bring their 12" rulers, post-it notes, and their worksheet to the front of the room and form a group on the carpet around you. Show students a large pumpkin. Ask students what time of year we usually see a lot of pumpkins and why. (Possible Answers: Fall, because that is when they are harvested.) Then ask them all of the different things people can do with a pumpkin. (Possible Answers: carve it for Halloween, make pumpkin pie or pumpkin bread, etc.) Tell students that we are going to have some fun using a pumpkin to measure our height. They need to fill in the blanks on the worksheet as the lesson goes along. It would be a good idea to read the items aloud on the worksheet before getting started. Call on a student to measure the pumpkin with his or her 12" ruler. Write how many inches tall the pumpkin is on the board. They are to put a post-it note on their ruler to mark how many inches tall the pumpkin is. Tell students that the pumpkin is one unit. Ask students how many inches are in one unit. If the pumpkin is 10" tall, confirm that there are 10" in a unit. They need to figure out how many units, or pumpkins tall their partner is. Record a couple of examples on the board after students are finished measuring. Ask students how many inches equals two units. Then have students tell how many inches tall their partner is, keeping in mind that there are 10" in one unit. They are to record their findings.

Evaluation:

Collect students' "Measure Your Partner" worksheets to make sure everyone was on the right track throughout the lesson.

Measure Your Partner

Name: _____

- 1.) How many units is the pumpkin? _____ unit(s)
- 2.) What is the length of the pumpkin (in inches)? _____ inches
- 3.) How many inches are in one unit? _____ inches per unit
- 4.) How many units, or pumpkins, tall is your partner? _____ units
- 5.) How many inches tall is your partner? _____ inches

Objective:

Students will understand estimation through playing an interactive game in small cooperative groups.

National Standards:

Goal 1 Standard 1: sharing and requesting information

using non-verbal communication in social interaction

Goal 2 Standard 1: participate in full class, group, and pair discussion

negotiating and managing interaction to accomplish tasks

Goal 2 Standard 2: comparing and contrasting information

hypothesizing and predicting

understanding and producing technical vocabulary

Goal 2 Standard 3: actively connecting new information to info previously learned

Materials:

pencils, worksheet, 4 or 5 large pumpkins (approx. 10” tall), string, masking tape, 12” rulers

Procedure:

Ask students what it means to make a guess. Tell them that they will be playing a game where they have to guess, or estimate. Write the word “estimate” on the board and have students repeat it aloud. Tell them that they are going to have a pumpkin rolling contest where we will estimate the distance the pumpkin will go with one big push. Demonstrate the action of rolling a big pumpkin with one big push. Command students to get into groups of four or five. Each group gets one pumpkin. Using prior knowledge from the previous math lesson, have students measure the length of their pumpkin with their ruler and record it on their worksheet. Also, have students cut a piece of string the length of their pumpkin. Each student in each group gets to take a turn pushing the pumpkin with one big push to get a basic idea of how far the pumpkin might roll. Students are to discuss together, or “estimate” how many units, or string lengths, their pumpkin will roll. They are then to figure how many inches that is, then record their estimates on their worksheets. Have a student put a piece of masking tape where the pumpkin starts. Have another student push the pumpkin on your signal. Have another student mark with tape where the pumpkin stopped rolling. Students will then take their string to measure from one piece of tape to the next to see how many units, or string lengths their pumpkin rolled. They are to then have a discussion with each other to figure out how far it rolled in inches and record their findings. Explain that they need to see how far or close their guess, or estimation, was to the actual distance the pumpkin rolled. Ask students how they can figure that out. Reiterate that they have to subtract the small number from the big number to find the difference, and then record their difference on their worksheets. Then, have a student from each group to write their difference on the board. Ask the class what the smaller numbers on the board mean. (Answer: Their estimations were close to the actual distance the pumpkin rolled.) Ask students what the bigger numbers mean. (Answer: Bigger numbers mean that their estimations were further away from the actual distance the pumpkin rolled.) With all of the differences written on the board, ask students to figure out which team had the closest estimation.

Evaluation:

Collect “Pumpkin Estimation Game” worksheets from the students to make sure everyone was on the right track. The students in the group who had the closest estimate each get to go home with a big pumpkin as a prize for winning the game.

Pumpkin Estimation Game

Name: _____

- 1.) What is the length of your pumpkin in inches? _____ inches

- 2.) 1 pumpkin = _____ unit(s)

- 3.) 1 unit = _____ inches

- 4.) Estimate of units you think your pumpkin will roll: _____ units

- 5.) Estimate of inches you think your pumpkin will roll: _____ inches

- 6.) Actual distance your pumpkin rolled in units: _____ unit(s)

- 7.) Actual distance your pumpkin rolled in inches: _____ inches

- 8.) Subtract the distance your pumpkin rolled from your estimation, or your estimation from the distance your pumpkin rolled (depending on which number is bigger). Remember to subtract the small number from the big number, and use inches.

Answer: _____ inches

Draw a circle around the underlined word choice you think is correct.

- 9.) A high number (like 21 or higher) means your estimate was:
<u>close to> or <u>far from>
the distance your pumpkin rolled.

- 10.) A low number (like 20 or lower) means your estimate was:
<u>close to> or <u>far from>
the distance your pumpkin rolled.

Objective:

Students will analyze a bar graph to determine which group had the closest and furthest estimations from the “Pumpkin Estimation Game” they played in the previous lesson.

National Standards:

Goal 1 Standard 3: selecting different media to help understand language

Goal 1 Standard 1: sharing and requesting information

using non-verbal communication in social interaction

Goal 2 Standard 2: comparing and contrasting information

selecting, connecting, and explaining information

representing info visually and interpreting info presented visually

Goal 2 Standard 3: actively connecting new information to info previously learned

Materials:

“Pumpkin Estimation Game” worksheets from previous lesson, white board & different colored markers to use for graph, pencils, new “Bar Graph” worksheets

Procedure:

Hand the “Pumpkin Estimation Game” worksheets back to the students as well as have them get in to the same groups they were in during the previous game activity. Write the word “graph” on the board and ask students what they know about graphs. Explain that a graph is another way that we could have seen who won the pumpkin estimation contest in the previous lesson. Tell them that a graph is basically a picture representing the information. Inform students that instead of just listing numbers on the board to see who won, we could draw a picture to show who won. Have students report the difference (in inches) between their estimation and the distance their pumpkin actually rolled. Record their differences on the board. Draw a graph like the following, and label it “Bar Graph.”

Assign a number (1, 2, 3, & 4) to each group. Tell each group that “G1” equals “Group 1.” “G2” equals “Group 2,” and etc. Ask students what they think the left side of the bar graph means. (Answer: However many inches students’ estimates were away from the actual distance the pumpkin rolled.) Ask students what the bottom of the graph represents. (Answer: Each of the different groups.) Ask “G1” how far they were from their estimation and draw a bar up to the proper height on the graph. Do the same for “G2.” For the last two groups, see if a student is willing to volunteer to draw the bars up to the proper height. Ask students what the taller bars on the graph mean. (Answer: Estimation furthest from the distance the pumpkin was rolled.) Ask students what the shorter bars on the graph mean. (Estimation closest to the distance the pumpkin was rolled.) Finally, ask the students why they think this particular graph is called a bar graph. (Answer: Information is represented by bars.)

Evaluation:

Hand out the “Reading a Bar Graph” worksheets for the students to work on with a partner. When the students are finished, collect the worksheets to see what the students understood and what they need to work on.

Reading a Bar Graph

Name: _____

1.) What kind of graph did we discuss today? _____ graph

2.) What do the numbers going up the left side represent?

_____.

3.) What does "G2" represent on the graph? _____ "G4"? _____

4.) What do the shorter bars mean?

_____.

5.) What do the taller bars mean?

_____.

6.) Which group had the closest estimate? _____

7.) Which group had the furthest estimate? _____

Objective:

Students will understand numbers, ways of representing numbers, relationships among numbers, and number systems using pumpkin seeds.

National Standards:

Goal 1 Standard 3: selecting different media to help understand language

Goal 1 Standard 1: sharing and requesting information

using non-verbal communication in social interaction

Goal 2 Standard 2: reflecting, connecting, and explaining information

representing information visually

Materials:

50 pumpkin seeds, 4 tiny Dixie paper cups, “Number Units” worksheet, pencils, marker board & markers

Procedure:

Have students form a group in the front of the room. Show students a handful of pumpkin seeds and ask students what they are and what food they are from. Tell them they are going to learn how to add and subtract number more quickly by using pumpkin seeds. Put ten pumpkin seeds in each of four Dixie cups. Have four different students recount the seeds in each cup, reporting results to the class. Have a separate pile of 10 pumpkin seed outside of the cups. Reiterate to the class that there are 10 seed in each of the 4 cups. Tell students that each cup is one unit. Then ask them how many seeds are in a unit. (Answer: 10 seeds per unit) Ask them how many units 2 cups equals. (Answer: 2 units) Then have them tell how many seeds 2 units equals. Ask students how we would show 1 unit plus 5 seeds. (Answer: Draw a cup with the number 10 inside. Draw five seeds sitting outside of the cup.) Ask how many seeds are in 1 unit plus 5 seeds. Ask a volunteer to demonstrate, on the board, 23 seeds. (Answer: Draw two cups each with a 10 written inside. Draw 3 seeds standing alone outside of the cups.) Then, show the students the same answer using the actual Dixie cups with seeds, along with the seeds that stand along outside of the cups. Ask another volunteer to demonstrate, on the board, 47 seeds. (Answer: Draw 4 cups each with the number 10 inside. Draw 7 separate seeds standing alone outside of the cups.) Then, show the students the same answer using the actual Dixie cups with the seeds along with the extra seeds by the cups.

Evaluation:

Hand out the “Number Units” worksheet to the students. Read aloud each of the questions while students read along. Ask if there are any questions. Allow students to work in partners if they choose to. Encourage students to come up to the front of the room to use the Dixie cups and seeds if they need to. Collect worksheets when students are finished to see if students are catching on.

Number Units

Name: _____

- 1.) How many seeds are in one unit? _____ seeds
- 2.) How many seeds all together in 2 units plus 7 seeds? _____ seeds
- 3.) How many units are in the number 30? _____ units
- 4.) How many units and seeds are in the number 22? _____ units and _____ seeds
- 5.) Draw a picture of 3 units plus 9 seeds in the space below.

Pumpkin Growth

Objectives: Students will:

- Learn the growth cycle of pumpkins and plants in general.
- Create a visual representation of the growth cycle of a pumpkin.
- Work in cooperative groups to complete a task.

Standards: Grades Pre K-3

- Goal 1, Standard 1: sharing and requesting information, expressing ideas, engaging in conversation, conducting transactions.
- Goal 1, Standard 3: focusing attention selectively, seeking support and feedback from others, practicing new language.
- Goal 2, Standard 1: following oral and written directions, participating in pair discussions, asking and answering questions, requesting information and assistance, negotiating and managing interaction to accomplish tasks, expressing likes and dislikes.
- Goal 2, Standard 2: comparing and contrasting information, listening to, speaking, reading, and writing about subject matter information, gathering information, retelling information, selecting, connecting and explaining information, responding to the work of peers and others.
- Goal 2, Standard 3: applying basic reading comprehension skills (skimming, scanning, previewing, and reviewing text), taking notes to record important information, recognizing the need for and seeking the assistance appropriately from others.

Materials:

- Pumpkin Books (wide variety, not all about pumpkin growth, not all non-fiction or relevant).
- Pumpkin Book Sheet (for taking notes about pumpkin growth).
- Art Materials (for production of pumpkin growth cycle representations)

Procedure:

This lesson is taking place under the assumption that the students have already learned basic note taking skills.

Activity #1: Get you own info

- Students will be put into groups of four. These groups will be given a variety of books about pumpkins (fiction and non-fiction).
- The groups will need to look through the books for information about pumpkin growth. They will need to discriminate between useful and non-useful books.
- The group members will record their pumpkin growth facts on the Pumpkin Book Sheet. For each book that they read, the students will use a new Pumpkin Book Sheet.
- After given enough time to collect an adequate amount of information about plant growth, the students will do a round robin exercise, telling the facts that they learned about pumpkin growth, using their Pumpkin Book Sheets.

- Then, the group will need to remove the books that they found to be non-useful and give one reason, to the group, why each book is not useful to the exercise.

Activity #2: I'll give you some info

- Discuss, with the students, what they learned about pumpkin growth. Record their data on a chart.
- Read the book, Growing a Pumpkin by Adrienne Sharp. Discuss the book with the students and compare their data to the book. Discuss growth cycle of a pumpkin, and label the different stages on a chart paper, to be referred to later by the groups.
- The groups will then go back and will need to describe what each of the stages of a pumpkin's growth cycle is like. They may go back to their books that were useful before to help them. They will need to construct a diagram of the different stages of pumpkin growth, including a labeled picture with a description of the stage.

Assessment:

- Students will be assessed informally about their participation, effort, group and social interactions, as well as completion of the tasks.
- Groups will be assessed on the completeness of their diagrams of pumpkin growth stages.

Field Trip Preparation-Internet Activity

Objectives: Students will:

- Practice using search engines to locate information.
- Locate places on maps and create maps using Internet sources.
- Evaluate information and make a judgment about quality of information.
- Work effectively with a partner.
- Evaluate and review their own performance, as well as evaluate and review the activities.

Standards: Grades Pre K-3

- Goal 1, Standard 1: sharing and requesting information, expressing ideas, engaging in conversation, conducting transactions.
- Goal 1, Standard 3: focusing attention selectively, seeking support and feedback from others, practicing new language.
- Goal 2, Standard 1: following oral and written directions, participating in pair discussions, asking and answering questions, requesting information and assistance, negotiating and managing interaction to accomplish tasks, expressing likes and dislikes.
- Goal 2, Standard 2: comparing and contrasting information, persuading arguing, negotiating, evaluating, and justifying, listening to, speaking, reading, and writing about subject matter information, gathering information, retelling information, selecting, connecting and explaining information, responding to the work of peers and others.
- Goal 2, Standard 3: applying basic reading comprehension skills (skimming, scanning, previewing, and reviewing text), taking notes to record important information, recognizing the need for and seeking the assistance appropriately from others.

Materials:

- Computer Lab (enough computers with internet access for the entire class to work in pairs).
- Internet Record Sheets (for taking notes on internet sources).
- Large Map of the U.S. (for plotting points).
- Activity Review Sheet.

Procedure:

This lesson is taking place under the assumption that the students have already learned basic internet searching skills, that they have learned some map skills and been familiarized with mapmaking internet sites, and that they have already undertaken some study of pumpkins.

Activity #1: Location, Location, Location

- The students will be given the task of finding a good place to take a field trip so that they could learn about pumpkins and pumpkin farming first hand. They are going to need to locate, on the Internet, four sites that have information about a pumpkin farm or pumpkin patch that welcomes class trips as visitors.
- For the purpose of the exercise, money is not an object, so the cost of the trip will not matter. Location of the pumpkin farm is also not an issue. The focus of their search should be to find the four best pumpkin farms that they can.
- They may find more than four websites, so they will need to be selective, picking the four best.
- Students will be put into partner groups. Each group will be provided Internet Record Sheets and one computer with Internet access. They will need to be given ample time to locate, record, and justify their choices about the four best pumpkin farms that they could find. This activity does not need to be limited to just one day.
- Once the students have located a high quality website, they will need to record some information on their Internet Record Sheets: website address (Where can I find this information?), location (Where is it?), hours of operation (When is it open?) services provided (Do they give tours?), cost (How much per person or group?), group size (How many people can come?), type of farm (Is it just pumpkins?), and other information (What else should I know about the farm?)
- After recording the information about the farm, the students will need to list at least four reasons why they believe that the farm is one of the four best that they found.

Activity #2: Where is it?

- The partners will need to pick the one pumpkin farm, from the four that they selected in activity #1, that they believe is the best of the best. They will need to know the information about its location, such as address, city, and state.
- The students will again go onto the Internet. This time, the partners will be responsible for locating their farm on an Internet map site (such as maps.yahoo.com or www.maps.com), as well as creating and printing a map of the location.
- If they are able, the students should plot the general location of their pumpkin farm onto the map of the U.S. If not able, the teacher should help the partners in plotting the location.

Assessment:

- Students will be assessed informally about their participation, effort, group and social interactions, as well as completion of the tasks.
- Activity Review Sheet: The student will complete an activity review sheet, where they will get an opportunity to reflect on what they learned about pumpkin farms, using the internet, making maps, and feelings about the exercise.

Internet Record Sheets

Website address: _____

Location of the farm: _____

Hours of operation: _____

Services provided: _____

Cost: _____

Group size: _____

Type of farm: _____

Other information: _____

Activity Review Sheets

What did you learn about pumpkin farms from looking on the Internet?

What did you learn about using the Internet? What problems did you have?

What did you learn about making maps on the Internet?

Did you enjoy the activity? Why or why not?

Field Trip To a Pumpkin Farm

Objectives: Students will:

- Observe pumpkins in their growing environment.
- Record observations about pumpkins in order to compare and contrast.
- Create a Venn diagram, showing the similarities and differences of three pumpkins.
- Work effectively in a group.

Standards: Grades Pre K-3

- Goal 1, Standard 1: sharing information, expressing ideas, engaging in conversation, conducting transactions.
- Goal 1, Standard 2: participating in a favorite activity.
- Goal 1, Standard 3: focusing attention selectively, seeking support and feedback from others, practicing new language.
- Goal 2, Standard 1: following oral and written directions, participating in pair discussions, asking and answering questions, requesting information and assistance, negotiating and managing interaction to accomplish tasks, expressing likes and dislikes.
- Goal 2, Standard 2: comparing and contrasting information, persuading arguing, negotiating, evaluating, and justifying, listening to, speaking, reading, and writing about subject matter information, gathering information, retelling information, selecting, connecting and explaining information, responding to the work of peers and others.
- Goal 2, Standard 3: applying basic reading comprehension skills (skimming, scanning, previewing, and reviewing text), taking notes to record important information, recognizing the need for and seeking the assistance appropriately from others.

Materials:

- Pumpkin Farm (This obviously is where the field trip will take place).
- Pumpkins On the Farm Notebook (spiral notebook for recording observations about large, medium, and small pumpkins).
- Availability of one pumpkin per student, of their choice (as long as they can carry it, they can have it). There may be a money issue for this activity.
- Venn Diagram Materials (poster board, writing/drawing materials).

Procedure:

This lesson is taking place under the assumption that the students have already undertaken some study of pumpkins and that they are familiar with the structure of and creation of Venn Diagrams.

Activity #1: At the farm

- Students, when at the pumpkin farm, will have a notebook to record observations about the pumpkins. They will need to include information about color, size, weight, shape, markings, etc. The students will need to describe at least two large pumpkins, two medium pumpkins, two small pumpkins, and two pumpkins that they believe look strange or peculiar and why they look strange or peculiar.
- Students will also be free to participate in whatever other activities will be available at the pumpkin farm.
- Students will need to pick a pumpkin to take back to school.

Activity #2: Back at school

- Students will be put into groups of three. These groups will need to, as a groups, describe their pumpkins that they brought back from the farm, considering color, size, weight, shape, markings, etc.
- The students will use these descriptions to make a three circle Venn diagram, to be displayed in the classroom.

Assessment:

- Students will be assessed informally about their participation, effort, group and social interactions, as well as completion of the tasks.
- Groups will be assessed on the completeness and accuracy of their Venn Diagrams.

Plant a Pumpkin and See What Happens

Objectives: Students will:

- Understand plant growth cycles.
- Put into use their knowledge of plant growth necessities.

Standards: Grades Pre K-3

- Goal 1, Standard 1: sharing and requesting information, expressing ideas, engaging in conversation, conducting transactions.
- Goal 1, Standard 3: focusing attention selectively, seeking support and feedback from others, practicing new language.
- Goal 2, Standard 1: following oral and written directions, participating in pair discussions, asking and answering questions, requesting information and assistance, negotiating and managing interaction to accomplish tasks, expressing likes and dislikes.
- Goal 2, Standard 2: comparing and contrasting information, persuading arguing, negotiating, evaluating, and justifying, listening to, speaking, reading, and writing about subject matter information, gathering information, retelling information, selecting, connecting and explaining information, responding to the work of peers and others.
- Goal 2, Standard 3: applying basic reading comprehension skills (skimming, scanning, previewing, and reviewing text), taking notes to record important information, recognizing the need for and seeking the assistance appropriately from others.

Materials:

- Pumpkin Seeds (for planting).
- Small to Medium Planting Pots (or whatever will work according to budget).
- Soil.
- Measuring Tools.
- Watering Cans.
- Pumpkin Planting Books (for recording observations of plants).

Procedure:

This lesson is taking place under the assumption that the students have already undertaken some study of pumpkins and that they have already undertaken the study of plants and plant growth.

- Students will, as a class, write directions on how to plant a seed. This will need to include all aspects (planting, plant care, plant needs) and tips that they can come up with.
- The class will organize the information.
- The class will be divided into groups of five. Each member in the group will have a different job (director of activities to lead the group, materials gatherer, soil measurer, seed planter, water boy or girl).
- Each group will then get to plant two pumpkin seeds.

- The director of activities will be responsible for making the first entry into the Pumpkin Planting Books. He or she will write about what the group had to do to plant the seeds.
- Each day following, one student will be responsible for watering the plants, if necessary, and making the observations for the day in the Pumpkin Planting Books.
- The activity will be an ongoing project that will continue until the plants stop growing, or until it is no longer necessary.

Assessment:

- Students will be assessed informally about their participation, effort, group and social interactions, as well as completion of the tasks.
- Students will be assessed on the completeness of the Pumpkin Planting Books and their observations in it.

Pumpkin Planting Book

Group Name:

I have forty extra pages of materials about pumpkins which include websites, recipes, art projects, and various other things. If you would like them please call Debbie Cooley at 913-681-0956. She will be glad to see that you get them.