“The Ins and Outs of Pumpkins: A Cross Curricular Exploration”

~ A Returning Developer ~

For further information contact...

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2013 - 2014 IDEA CATALOG OF EXCELLENCE

PROGRAM OVERVIEW

My pumpkin unit is something I look forward to every year. The kids love it, and it makes teaching so much fun. The best part of the unit is that you integrate reading, writing, math, and science all within one fun thematic unit.

Throughout this unit we investigate pumpkins in many different ways. The students will master the pumpkin life cycle and be able to write its sequence. They will estimate the number of seeds inside their pumpkin, and then count out groups of tens to find the actual number. They will use non-traditional units to measure their pumpkin, and predict whether pumpkins will sink or float. (The answer might surprise you!) We even turn a liquid into a solid and make a pumpkin cake or pumpkin popsicles!

The unit includes a library of fiction and non-fiction pumpkin books that can be used during the week’s reading and writing lessons. The students enjoy the integrated curriculum and take away so many great experiences from this unit.

This unit is taught to my eighteen kindergarten students. We work as a whole class, and in small groups to complete the variety of activities within this unit. This unit could be very easily adaptable to different grades levels.

OVERALL VALUE

I feel that The Ins and Outs of Pumpkins: A Cross-Curricular Exploration is of great value in my classroom. It is surprising to me every year, how many students have never carved a pumpkin, or baked with their families. I enjoy being able to give those experiences to my students, who may not have them otherwise. My students and I truly enjoy the pumpkin unit and take away so many wonderful lessons from it.

LESSON PLAN TITLES

• Pumpkin Life Cycle
• Changing Matter
• Pumpkin Investigation

MATERIALS

Materials for each lesson are listed within each lesson plan. Overall materials budget, including pricing and vendors, follows the lesson plans.

ABOUT THE DEVELOPER

Anastasia “Annie” Ratner graduated magna cum laude with a B.S. in Elementary Education and a B.A. in History from The City College of New York. She has been an ESOL and Reading endorsed teacher in Florida for eight years.

Annie has been happily teaching kindergarten at Loughman Oaks Elementary for the past three years. She is a two-time recipient of the T2T Grant Award, and this is her second time as a T2T grant developer.

★ ★ ★
SUBJECTS COVERED
Language Arts, Science

GRADES
Kindergarten

OBJECTIVES
Students will…

… be able to recognize the pumpkin life cycle.

… be able to correctly sequence a story.

SUNSHINE STATE STANDARDS
SC.K.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.
SC.K.P.9.1 Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.
SC.K.N.1.1 Collaborate with a partner to collect information.
SC.K.N.1.2 Make observations of the natural world and know that they are descriptors collected using the five senses.
SC.K.N.1.3 Keep records as appropriate such as pictorial records of investigations conducted.
SC.K.N.1.5 Recognize that learning can come from careful observation.

COMMON CORE STATE STANDARDS
LACC.K.RI.2.5: Identify the front cover, back cover, and title page of a book.
LACC.K.RI.1.2: With prompting and support, identify the main topic and retell key details of a text.

LACC.K.RI.3.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LACC.K.RI.3.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LACC.K.RI.4.10: Actively engage in group reading activities with purpose and understanding.
LACC.K.RL.1.1: With prompting and support, ask and answer questions about key details in a text.
LACC.K.W.1.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LACC.K.W.1.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

DIRECTIONS
➤ Teacher will read Pumpkin, Pumpkin by Jeanne Titherington
➤ Sentence strips telling the story are displayed. Students are given cards with pictures to fill in the blanks and are invited to come up and place them on the chart.

Jamie planted a pumpkin ______, and the pumpkin seed grew a pumpkin____, and the pumpkin sprout grew a pumpkin ___-, and the pumpkin plant grew a pumpkin ______, and the pumpkin flower grew a pumpkin. And the pumpkin ______, and ____, and ___, until Jamie ____ it.

➤ Students create model of the pumpkin cycle. Staple two paper plates together, leaving the top section unstapled. Attach a piece of yarn to the pumpkin. Attach pictures to the yarn that represent each of the steps leading up to the Jack-o-lantern. The “vine” can be stuffed inside the pumpkin and gradually pulled out as students retell the Pumpkin, Pumpkin story, or recite the steps of the pumpkin life cycle.

➤ Students will write to explain the sequence of a pumpkin life cycle.

➤ Teacher will cut the top off of a pumpkin and have students each put one handful of soil inside the cavity. Students will predict what might happen to this pumpkin. Students will observe daily as the pumpkin seeds begin to sprout. (I suggest placing the pumpkin in an aluminum foil pan for mess control!)

EVALUATION/ASSESSMENT
The students will correctly sequence pictures of the pumpkin life cycle.
LESSON PLAN NO 2: CHANGING MATTER

SUBJECTS COVERED
Language Arts, Science, Math

GRADES
Kindergarten

OBJECTIVES
Students will...
... change matter by tearing and cutting
... listen to and follow oral directions
... fluently read poem

SUNSHINE STATE STANDARDS
SC.K.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.
SC.K.P.9.1 Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.
SC.K.N.1.1 Collaborate with a partner to collect information.
SC.K.N.1.2 Make observations of the natural world and know that they are descriptors collected using the five senses.
SC.K.N.1.3 Keep records as appropriate such as pictorial records of investigations conducted.
SC.K.N.1.5 Recognize that learning can come from careful observation.

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LACC.K.W.1.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
MA.K.A.1.1 Represent quantities with numbers up to 20, verbally, in writing, and with manipulatives.
MA.K.A.1.2 Solve problems including those involving sets by counting, by using cardinal and ordinal numbers, by comparing, by ordering, and by creating sets up to 20.

MATERIALS
• Black construction paper
• Green construction paper
• Gray construction paper
• Yellow construction paper
• Orange construction paper
• Scissors
• Glue
• Five Little Pumpkins book

DIRECTIONS
**This lesson requires prep work by the teacher. All rectangles must be pre cut according to the attached directions.**

The teacher will read the books Five Little Pumpkins. Teacher will guide students to follow directions and complete the art project. (Attached) As students are completing the project, teacher will discuss how they are changing matter by tearing and cutting. When the picture is complete, students will attach the poem to the back of their work. This poem will be used for oral reading fluency for the week.

EVALUATION/ASSESSMENT
Teacher will observe students as they are completing the project to see who has followed directions. On a Post-it, students will write one way to change matter.

★ ★ ★
**SUBJECTS COVERED**
Language Arts, Science, Math

**GRADES**
Kindergarten

**OBJECTIVES**
Students will…
- understand states of matter
- understand changes in matter
- listen to and follow oral directions
- estimate numbers
- use non standard measurement
- count groups of ten
- compare and contrast
- write to explain

**SUNSHINE STATE STANDARDS**
SC.K.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.
SC.K.P.9.1 Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.
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MA.K.A.1.1 Represent quantities with numbers up to 20, verbally, in writing, and with manipulatives.
MA.K.A.1.2 Solve problems including those involving sets by counting, by using cardinal and ordinal numbers, by comparing, by ordering, and by creating sets up to 20.

**MATERIALS**
- 4 large Pumpkins
- Knife
- Butcher paper to cover tables
- Toasted pumpkin seeds
- Sink full of water
- Small Dixie cups (bathroom size)
- Popsicle sticks
- Pumpkin pie filling (2 cans)
- Vanilla pudding
- Can opener
- Chart paper
- Box yellow cake mix
- Mixing bowl
- Spoon
- microwave

**DIRECTIONS**

**Day 1:**
Teacher will cover four tables with butcher paper and place a different sized pumpkin on each table. Divide students amongst the 4 tables and pass out the Pumpkin Investigation papers. (Attached) Students will use their five senses to observe their pumpkin. As a class we will make a circle map of the pumpkins’ observable properties. Students will draw a picture of their pumpkin on their Investigation sheet. Students will circle whether their pumpkin is big, medium, or small. Students will discuss with their table what they predict their pumpkin will look like on the inside and draw a picture in the space provided. Students will predict how many seeds are inside our pumpkin and write that number in the space provided. Students will use connecting cubes to measure how tall their pumpkin is and record the answer on their sheet. Students...
Day 1:
Teacher will predict whether the pumpkin will sink or float and record their answer on the sheet. Teacher will take one pumpkin at a time to place in sink. Students from that group will watch to see if their pumpkin sinks or floats. Once all predictions have made and recorded, teacher will cut the top off of the pumpkins and let students use their five senses to observe the inside of the pumpkin. Students will begin to make groups of ten seeds, circling each group of ten, until all seeds at their table have been counted. Students will count by tens to see how many seeds were in their pumpkin and record answer on their sheet.

Teacher will collect seeds to toast for tomorrow’s snack.

Day 2:
Teacher will show students the pumpkin pie filling. (Inside a bowl) Teacher will discuss how it was made using the pumpkin. Teacher will ask what state of matter the pie filling is. Students will be given a Popsicle stick with a small amount of the puree to observe and taste. Teacher will add pumpkin pie filling and vanilla pudding to the puree. Teacher will then fill enough cups for each student with some of the mixture. Students will fold a paper in half. On the left side they will draw a picture and write a sentence about what they predict will happen to the batter in the microwave. On the right side, they will draw a picture and write a sentence about the outcome. Put in Microwave on half power for 10 minutes. Check if not done; add three minute increments until done. Students may enjoy their new solid. Talk about how the matter was changed. Students will write to explain the change.

Day 3:
Teacher will use a pumpkin to make a class jack-o-lantern. Using the attached voting sheet, teacher will allow each student to cast their ballot for the Jack-o-lanterns eyes, nose, and mouth. As a class they will tally the votes, count the tallies, and determine what the jack-o-lantern will look like based on these votes. The teacher will then use the winning votes to carve the jack-o-lantern as the students write about their class jack-o-lantern. Teacher will then read a pumpkin story and students will compare and contrast a pumpkin and a jack-o-lantern.

Day 4:
Teacher and students will review states of matter and ways to change matter with students. Teacher will allow students to help with the mixing of yellow cake mix, pumpkin pie filling and a dash of pumpkin pie spice. Students will help transfer the mix into a greased glass baking dish. Students will fold a paper in half. On the left side they will draw a picture and write a sentence about what they predict will happen to the batter in the microwave. On the right side, they will draw a picture and write a sentence about the outcome. Put in Microwave on half power for 10 minutes. Check if not done; add three minute increments until done. Students may enjoy their new solid. Talk about how the matter was changed. Students will write to explain the change.

EVALUATION/ASSESSMENT
Teacher will observe students as they are completing the project to see who has followed directions, and who can count out groups of ten. Teacher will collect students writing to check for understanding.
### Materials Budget

<table>
<thead>
<tr>
<th>SUPPLIER</th>
<th>ITEM # AND DESCRIPTION</th>
<th>COST</th>
<th>QUANTITY</th>
<th>TOTAL COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholastic</td>
<td>The Bumby Little Pumpkin</td>
<td>3.47</td>
<td>1</td>
<td>3.47</td>
</tr>
<tr>
<td></td>
<td>I Like Pumpkins</td>
<td>3.47</td>
<td>1</td>
<td>3.47</td>
</tr>
<tr>
<td></td>
<td>The Biggest PumpkinEver</td>
<td>2.79</td>
<td>1</td>
<td>2.79</td>
</tr>
<tr>
<td></td>
<td>Pick a Pumpkin Mrs. Millie</td>
<td>3.47</td>
<td>1</td>
<td>3.47</td>
</tr>
<tr>
<td></td>
<td>A Day at the Pumkin Patch</td>
<td>3.71</td>
<td>1</td>
<td>3.71</td>
</tr>
<tr>
<td></td>
<td>Pumpkin Patch Puppy</td>
<td>2.77</td>
<td>1</td>
<td>2.77</td>
</tr>
<tr>
<td></td>
<td>Five Little Pumpkins</td>
<td>2.77</td>
<td>1</td>
<td>2.77</td>
</tr>
<tr>
<td></td>
<td>Pumpkin Heads</td>
<td>4.89</td>
<td>1</td>
<td>4.89</td>
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<tr>
<td></td>
<td>It’s a Fruit, It’s a Vegetable, It’s a Pumpkin</td>
<td>3.47</td>
<td>1</td>
<td>3.47</td>
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<tr>
<td></td>
<td>The Littlest Pumpkin with CD</td>
<td>15.16</td>
<td>1</td>
<td>15.16</td>
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<tr>
<td></td>
<td>Patty’s Pumpkin Patch</td>
<td>4.17</td>
<td>1</td>
<td>4.17</td>
</tr>
<tr>
<td></td>
<td>From Seed to Pumpkin</td>
<td>4.87</td>
<td>1</td>
<td>4.87</td>
</tr>
<tr>
<td></td>
<td>Welcome Fall Pumpkins</td>
<td>3.71</td>
<td>1</td>
<td>3.71</td>
</tr>
<tr>
<td></td>
<td>Seeds, Sprouts, Pumpkin Pie</td>
<td>2.79</td>
<td>1</td>
<td>2.79</td>
</tr>
<tr>
<td>Dollar Tree</td>
<td>Paper plates</td>
<td>.1</td>
<td>2</td>
<td>2.00</td>
</tr>
<tr>
<td></td>
<td>Mixing bowl</td>
<td>.1</td>
<td>1</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td>Mixing spoon</td>
<td>.1</td>
<td>1</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td>Popsicle sticks</td>
<td>.1</td>
<td>1</td>
<td>1.00</td>
</tr>
<tr>
<td>Wal Mart</td>
<td>Construction paper</td>
<td>4.99</td>
<td>1/color</td>
<td>24.95</td>
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<td></td>
<td>Microwave</td>
<td>44.00</td>
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<td>44.00</td>
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<tr>
<td></td>
<td>Pumpkin pie spice</td>
<td>4.12</td>
<td>1</td>
<td>4.12</td>
</tr>
<tr>
<td></td>
<td>Canned Pumpkin</td>
<td>2.49</td>
<td>2</td>
<td>4.98</td>
</tr>
<tr>
<td></td>
<td>Yarn</td>
<td>1.87</td>
<td>1</td>
<td>1.87</td>
</tr>
<tr>
<td></td>
<td>Dixie cups</td>
<td>5.96</td>
<td>1</td>
<td>5.96</td>
</tr>
<tr>
<td></td>
<td>Vanilla cake mix</td>
<td>1.64</td>
<td>1</td>
<td>1.64</td>
</tr>
<tr>
<td></td>
<td>Potting soil</td>
<td>5.96</td>
<td>1</td>
<td>5.96</td>
</tr>
<tr>
<td></td>
<td>Can opener</td>
<td>7.74</td>
<td>1</td>
<td>7.74</td>
</tr>
<tr>
<td></td>
<td>9 x 13 Aluminum pan</td>
<td>2.49</td>
<td>1</td>
<td>2.49</td>
</tr>
<tr>
<td></td>
<td>Pumpkins</td>
<td>5.00</td>
<td>6</td>
<td>30.00</td>
</tr>
</tbody>
</table>

Subtotal $201.17

Tax if applicable

Shipping if applicable $201.17

TOTAL BUDGET AMOUNT $201.17

**Teacher** Anastasia Ratner

**School** Loughman Oaks Elementary
K-3 Rubric Descriptions

Holistic Scoring Guide

Four scoring guides for holistic assessment have been provided. These guides are used to determine a holistic score between 1 (lowest) and 4 (highest). Descriptions for each level serve as guides for further writing instruction and formation of flexible groups. The student’s work is scored at the level of the best description for that particular piece of writing.

Analytic Score Guide  (Note: analytic scoring is not applicable to the Kindergarten writing assessment)

There are four grade level analytical guides provided to determine the levels at which each trait appears in the writing. Each trait is assessed individually. Each element has a score that ranges from 1 (lowest) to 4 (highest). This type of assessment provides information that can be used for instructional purposes. Instruction will be guided by recording a score for each element of the rubric. Add your analytical score to student record sheet by recording a number for each element of the rubric. Please note the spelling score will also be recorded in the writing section on the record sheet. This score is to guide the teacher in spelling instruction.
LANGUAGE ARTS WRITING RUBRIC

Performance Indicators
(Holistic Scorepoint Description)

**Kindergarten**

The following is a guideline to how the writing process is scored at the kindergarten grade level:

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Mature</td>
<td>Writing stays on topic and shows development of topic with text enhancing drawing and two or more sentences. There is a logical sequence from beginning to end. The writing interests the reader. The writing shows appropriate use of words available in the room. The writing consistently demonstrates knowledge of sound-letter correspondence. Spacing between some words and left to right sweep contribute to ease of reading. Surface feature errors do not interfere with understanding.</td>
</tr>
<tr>
<td>3</td>
<td>Capable</td>
<td>Writing is on topic and shows development of topic. Text matches picture with details/examples. There is an attempt at logical sequence from beginning to end. The writing demonstrates some knowledge of sound-letter correspondence. Surface feature errors do not interfere with understanding.</td>
</tr>
<tr>
<td>2</td>
<td>Developing</td>
<td>Writing/drawing is generally on topic. Details/examples may be limited. There is an attempt at sequence and/or development of ideas. Sentences and vocabulary are limited. There are at least initial consonants for most words. Surface feature errors make understanding difficult.</td>
</tr>
<tr>
<td>1</td>
<td>Emerging</td>
<td>Writing/drawing shows little or no development of topic. Written vocabulary is limited, e.g. one or two words, not complete sentences. Writing shows little or no use of writing conventions or sound-letter correspondence. Surface feature errors make understanding unlikely.</td>
</tr>
</tbody>
</table>
**LANGUAGE ARTS WRITING RUBRIC**

**Performance Indicators**

(Holistic Scorepoint Description)

**Kindergarten**

The following is a guideline to how the writing process is scored at the kindergarten level:

<table>
<thead>
<tr>
<th>4 Mature</th>
<th>3 Capable</th>
<th>2 Developing</th>
<th>1 Emerging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing sticks to a topic</td>
<td>Writing sticks to a topic</td>
<td>Writing/drawing is generally on topic</td>
<td>Writing/drawing shows little or no development of topic</td>
</tr>
<tr>
<td>Shows development of topic</td>
<td>Shows development of topic</td>
<td>Details limited</td>
<td>Limited vocabulary</td>
</tr>
<tr>
<td>Two or more sentences</td>
<td>Attempt at logical sequence from beginning to end</td>
<td>Attempt at sequence and/or development of ideas</td>
<td>One or two words, not complete sentences</td>
</tr>
<tr>
<td>Logical sequence from beginning to end</td>
<td>Some knowledge of sound-letter correspondence</td>
<td>Limited sentences and vocabulary</td>
<td>Little or no use of writing conventions or sound-letter correspondence</td>
</tr>
<tr>
<td>Is interesting to the reader</td>
<td>Surface features do not interfere with understanding</td>
<td>At least initial consonants for most words</td>
<td>Surface feature errors make understanding difficult</td>
</tr>
<tr>
<td>Appropriately uses words in the room</td>
<td>Text matches pictures</td>
<td>Surface feature errors make understanding difficult</td>
<td>Surface feature errors make understanding unlikely</td>
</tr>
</tbody>
</table>
| Consistent sound-letter correspondence | Left to right sweep | Text - enhancing drawing | }
### CHECKLIST OF WRITING BEHAVIORS

**Kindergarten**

Student __________________________ Grade _________ Teacher ______________ Date __________

#### The Student:  
<table>
<thead>
<tr>
<th>Behavior</th>
<th>Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Holds the writing tool correctly.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Prints own name correctly.</td>
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<tr>
<td>3. Dictates words, phrases, sentences, and stories.</td>
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<tr>
<td>4. Enjoys exploring with writing materials such as unlined and lined</td>
<td></td>
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<tr>
<td>paper, a variety of pencils, markers, and crayons.</td>
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<tr>
<td>5. Uses invented spelling when necessary instead of asking for teacher</td>
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<td></td>
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<tr>
<td>or peer assistance.</td>
<td></td>
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<tr>
<td>6. Uses illustration to convey meaning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Uses random marks or scribbles to convey meaning of illustration.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Uses random letters to convey meaning of illustration.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Uses beginning sounds for the words in the sentence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Selects some letters to match sounds.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Uses conventional spelling when writing most familiar words.</td>
<td></td>
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<tr>
<td>12. May separate words with dots, dashes, or spaces.</td>
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<td>13. Displays a willing attitude toward writing activities.</td>
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<td>14. Demonstrates some organization in story form (beginning, middle,</td>
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<tr>
<td>and ending).</td>
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<td>15. Is able to reread his/her own writing effectively.</td>
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</table>
HELPFUL RESOURCES

Pumpkin Videos:
- Super Why Spelling Pumpkin http://www.youtube.com/watch?v=FDtDPIR9PQ0&feature=related
- That’s How a Pumpkin Grows Song http://www.youtube.com/watch?v=IT6rtAcV3Ko&feature=related
- Virtual Field Trip to a Pumpkin Patch http://www.youtube.com/watch?v=03TnDxtwyEw or http://www.youtube.com/watch?v=DWsFFGwOwrY&feature=related

Pumpkin Books:
(Integrate Science with Reading and Writing. For Example: Students can pull main idea and details, compare and contrast fiction/non-fiction, identify text features, write to respond to the books, and read during centers)

The Bumpy Little Pumpkin
I Like Pumpkins
The Biggest Pumpkin Ever
Pumpkin, Pumpkin
Pick a Pumpkin Mrs. Mille
A day at the Pumpkin patch
Pumpkin Patch Puppy
Five Little Pumpkins
Pumpkin Heads
It’s a fruit, It’s a Vegetable, It’s a Pumpkin
The Little Pumpkin with CD for listening center
Patty’s Pumpkin Patch
From Seed to Pumpkin
Seed, Sprout, Pumpkin Pie
Welcome Fall Pumpkins
Five Pumpkins
You Will Need For Each Child

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background</td>
<td>1 black rectangle</td>
<td>9” x 12”</td>
</tr>
<tr>
<td>Grass</td>
<td>1 dark green rectangle</td>
<td>1½” x 12”</td>
</tr>
<tr>
<td>Fence Rail</td>
<td>1 gray rectangle</td>
<td>½” x 12”</td>
</tr>
<tr>
<td>Fence Posts</td>
<td>1 gray rectangle</td>
<td>1” x 5”</td>
</tr>
<tr>
<td></td>
<td>1 gray rectangle</td>
<td>1” x 10”</td>
</tr>
<tr>
<td>Moon</td>
<td>1 yellow square</td>
<td>3” x 3”</td>
</tr>
<tr>
<td>Pumpkins</td>
<td>1 orange rectangle</td>
<td>2” x 3”</td>
</tr>
<tr>
<td></td>
<td>1 orange rectangle</td>
<td>2” x 4”</td>
</tr>
<tr>
<td></td>
<td>1 orange rectangle</td>
<td>2” x 5”</td>
</tr>
<tr>
<td>Stems</td>
<td>1 green rectangle</td>
<td>½” x 2 ½”</td>
</tr>
<tr>
<td>Poem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scissors, glue, orange crayon, pencil</td>
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<td></td>
</tr>
</tbody>
</table>

1.) **Background:**
(black rectangle)

- Place the black rectangle in a horizontal position on the table

2.) **Grass:**
(dark green rectangle)

- Glue the dark green rectangle at the bottom of the black rectangle as shown
Five Little Pumpkins

Five little pumpkins sitting on a gate.
The first one said, “Oh, my it’s getting late!”
The second one said, “Fall is in the air.”
The third one said, “We don’t care!”
The fourth one said, “Let’s run and run and run.”
The fifth one said, “I’m ready for some fun!”

Then whoosh went the wind and out went the lights!
And the five little pumpkins rolled out of sight.

Five Little Pumpkins

Five little pumpkins sitting on a gate.
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Then whoosh went the wind and out went the lights!
And the five little pumpkins rolled out of sight.
Pumpkin Life Cycle

- seed
- sprout
- plant
- flower
- green pumpkin
- orange pumpkin

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How a Pumpkin Grows

Cut out and mix up the cards. Put the cards in order.

1. Plant the pumpkin seed.
2. A tiny plant grows.
3. The vine grows bigger.
4. Flowers grow on the vine.
5. A little green pumpkin starts to grow.
6. The pumpkin grows bigger.
7. The big orange pumpkin is ready to pick.
8. Make a pumpkin pie!

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2013 - 2014 IDEA CATALOG OF EXCELLENCE
Our Pumpkin Investigation

Our pumpkin looks like this:

Our pumpkin is:
- Big
- Medium
- Small

I predict that our pumpkin will look like this inside:

I predict that our pumpkin has ______ seeds.

We counted and our pumpkin has ______

Our pumpkin is ______ cubes tall.

I predict that our pumpkin will...
- sink
- float

Our Pumpkin did
“The Ins and Outs of Pumpkins”  Anastasia Ratner

Additional Information

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Eyes
Nose
Mouth

Eyes
Nose
Mouth

Eyes
Nose
Mouth
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