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Moore Farms is proud to offer "Pumpkin Lessons" correlated to the **Texas Essential Knowledge and Skills or TEKS**. Our resident teacher, Mrs. Lesley Moore, has taken lessons used by experienced teachers, friends, and her own former classes and tied each one to the first grade **TEKS**. The following chart has an overview along with each select TEKS the lesson meets (you may add more!) of FIVE lessons for each of the following subjects-

MATH

LANGUAGE ARTS

SCIENCE

SOCIAL STUDIES

Clicking on the title will reveal the lesson in it's entirety.

Although Mrs. Moore used the first grade TEKS for these particular lessons, the TEKS are easily adaptable for kindergarten and second grade. The lessons can be used for an entire week as given or s-t-r-e-t-c-h-e-d to fit an extended thematic unit. Very few of these lessons are found on the web therefore, we listed websites that also have great pumpkin lesson ideas.

We hope you find these new lessons helpful and will utilize them in your own classrooms this fall. Again, if you have any lessons you use regarding pumpkins or farming, please let us know. We hope to add a few new lessons each year. As always there are many more links to 'pumpkin sites' listed at the end of our teacher tricks.

Have a great school year!

Cleve and Lesley Moore  
Owners Moore Farms

# TEKS CORRELATED LESSONS

Lesson	Description	Tools	Subject Area	TEKS
Orange Measure	Students will estimate weight, circumference and height using non-standard units of measure.	3-5 large pumpkins, yarn, scissors, pencils, oranges, paper, glue	Math-Measurement	111.13.17A
Pumpkin Graphing	Students will use information from orange measure lesson to sort and graph	Pumpkins, orange measure results, large bar graph paper, rulers, pencil	Math-Probability and Statistics	111.13.1.9A, B 111.13.1.10A
Pumpkin Seed Counters	Students will count seeds from class or individual pumpkins and compare amounts	1 lg. Pumpkin or individuals, knife, spoons, paper towels, crayons	Math-Number, Operation, and Quantitative Reasoning	111.13.1.1A,D 111.13.1.3A
Seed Math Addition	Students will add concrete and written numbers using seeds to create and solve problems	Individual seeds, paper, pencil, egg timer	Math-Number, Operation, and Quantitative Reasoning	111.13.1.3A,B
Pumpkin Pie Math	Students will determine equal portions of pie using fractional parts of whole.	1 pumpkin pie, knife, scissors, paper, orange construction paper, glue	Math-Number, Operation, and Quantitative Reasoning	111.13.1.2A, B
Pumpkin and the Ladybug	Students will describe basic needs of pumpkins and ladybugs while comparing both	Pumpkin, book-Ladybug, Ladybug, class chart	Science Concepts	112.3.1.9A,B
Pumpkin Lifecycle	Students will describe and order the different stages of the pumpkin life-cycle	Paper plates, crayons, pencil, scissors, glue	Science Concepts	112.3.1.6B, C
Pumpkin Growing	Students will observe and predict seeds growing	3 baggies, 3 seeds, potting soil, water, paper, pencil	Scientific Process	112.3.1.7A 112.3.1.2A,C, D
Pumpkin Guts	Students will use the five senses for scientific inquiry	Guts from 2-3 pumpkins, Tupperware bowls, paper towels, blindfolds	Science concepts Scientific Process	112.3.1.2A-D,F 112.3.1.6B
Pumpkin Decay	Students will observe and record changes in pumpkin over time	Pumpkin, journal, digital camera or drawings	Science Concepts	112.3.1.7A,B,D 112.3.1.4A
Farmer's Job	Students will describe different types of farming jobs	Paper, pencil, crayons, class chart	Economics	113.3.1.9A,B
Farm Tools	Students will compare past and present tools for farming	Shovel, hoe, pictures of modern plow and cultivators	Science, Technology and Society	113.3.1.16C
Pumpkin Calendar	Students will create a farm timeline	Butcher paper, calendar, markers, chart paper	History	113.1.1.3B
Farm Mapping	Students will create a map of a farm labeling landforms and symbols	Map colors, large chart, blank paper	Social Studies-Skills and Geography	113.3.1.17B; 113.3.1.18A,B 113.3.1.6A
Snack Mapping	Students will use symbols to identify where food is grown	US map, markers, snack foods, chart	Geography	113.3.1.6A
Pumpkin Fair	Student will recognize rhyming words in literature	Book-Pumpkin Fair, blank flash cards, markers	Listening, speaking, purposes Reading/Phonological Awareness Reading/Literary response	110.3.1.1C,D,F 110.3.1.6C 110.1.13A,B
P is for Pumpkin	Students will recognize the beginning consonant sound of P.	Big Book-Pumpkin, Pumpkin, highlighting tape	Reading/Print awareness Reading /Phonological awareness Reading/Letter sound relationship	110.3.17A,B,C,D 110.3.1.6D 110.3.1.5A,B,C,D

Lesson	Description	Tools	Subject Area	TEKS
Don't Pick Me!	Students will write and create a story with reasons on why NOT to pick a pumpkin.	Pumpkin, paper, pencil	Writing, penmanship/capitalization/punctuation Writing/Purpose Writing/Spelling	110.3.1.17A-G 110.3.1.18B,C,E,F 110.3.1.21B
Too Many Pumpkins	Students will identify the setting, plot, and characters in the story 'Too Many Pumpkins	Book-'Too Many Pumpkins, story web, markers	Reading/Text Structures/Literary Concepts	110.3.1.14A-I
Pumpkin Games	Students will write to create rules for a games with pumpkins.	Book-Pumpkin Fair	Writing/Process, Writing/Purpose, Writing/penmanship/capitalization/punctuation	110.3.1.17A-G 110.3.1.18B,C,E,F 110.3.1.21B 110.3.1.19B,C, D

## Pumpkin Links

More pumpkin activities and trivia can be seen on the following websites. These links are live in this Adobe Reader PDF. Just click on one to open in your web browser.

<http://www.urbanext.uiuc.edu/pumpkins/index.html>

This is the absolute best site for links, pumpkin details and more!

<http://www.pumpkin-festival.com/>

The town of Calabasas, CA (pumpkin in Spanish) holds an annual festival, with weigh offs and kids pages.

<http://www.pumpkinfest.com/>

Waterford, Ontario pumpkin festival.

<http://www.miramarevents.com/weighoff/facts.html>

Weigh off and festival facts.

<http://www.pumpkinshow.com/>

Circleville, Ohio pumpkin festival.

<http://www.pumpkinnook.com/>

Tons of facts, trivia, lessons and more! Great site!

<http://www.thepumpkinfarm.com/jack/jackboard.html>

Make your own jack-o-lantern on-line.

<http://www.billybear4kids.com/holidays/halowen/halowen.htm>

Great site for all holidays for kids.

## Agriculture Education

<http://www.learnagriculture.org>

<http://www.agclassroom.org>

## ORANGE MEASURE

### Objective:

TLW predict and compare sizes of pumpkins and oranges based on height and circumference.

### Materials:

Pumpkins of various sizes; at least 3-5 works best. (Can use individual pie pumpkins)

Oranges-one per child

Green and Orange Yarn

Glue

Scissors

Pencil

Manila paper

### Focus:

Ask students which pumpkin they think is the largest? Smallest? How can they tell? Record the answers they give on chart- taller, shorter, fatter, rounder, etc.

### Instructional Input:

As a class choose at least 2 pumpkins to compare.

Measure each pumpkin with green yarn for height. Cut yarn to fit height. Compare which was tallest. Measure yarn with ruler in inches and record number.

Measure each pumpkin around circumference with orange yarn. Compare which is longest.

Measure yarn with ruler again and record number. Discuss predictions-largest, smallest, etc.

Which one is the heaviest to pick up?

### Practice:

Divide students into small groups. Each group measures circumference and height of pumpkins and oranges using green and orange yarn. Students will then glue and label yarn onto manila paper (pumpkin height, pumpkin around, orange height, orange around) and measure each piece with ruler in inches then record at bottom.

### Closure:

Discuss prediction and results.

## PUMPKIN GRAPHING

### Objective:

TLW graph circumference of pumpkins based on previous "Orange Measure" lesson results in a bar graph and use graphs to answer questions.

### Materials:

- Pumpkin/Orange measurement results
- Crayons
- Pencil
- Rulers
- Large Graphing Paper

### Focus:

Who had the largest pumpkin yesterday? Who had the fattest? Have students show string results to prove as well as pumpkins.

### Instructional Input:

As a class choose one orange and one pumpkin from previous lesson. Discuss which is largest, smallest, fattest. After measuring objects with strings, measure strings with class using inches. Ex. Orange= 10inches. Explain to students inches is a unit of measure with a number. Compare which number is larger the pumpkin or the orange? On chart graph paper, color in 10 blocks orange and label "teacher".

### Practice:

Divide students into small groups. Each group has results from pumpkins and oranges measured previously. On student's graph paper in a bar graph form, have students color number of squares equal to inches of orange or pumpkin measure for circumference. Label each bar graph with students name. EX. 5 students in group-5 bars on group graph.

### Closure: Answer questions using bar graphs as group

Who had the largest pumpkin?

Who had the smallest?

Who had the same?

## PUMPKIN SEED COUNTERS

### Objective:

TLW count and compare seeds using more than and less than.

### Materials:

3-5 pumpkins (using previously graphed pumpkins works well) (can be done with individual pumpkins as well)  
Knife  
Paper Towels  
Pencil  
Paper

### Instructional Input:

Divide class into groups of 3-5, one for each pumpkin. Have pumpkins all ready 'open' or top cut. While students listen, have a volunteer come forward to 'scoop' pumpkin seeds out of teacher pumpkin. As a class count the seeds and record on the board. Predict which pumpkin will have MORE seeds and which will have LESS seeds.

### Practice:

Students will, in groups, explore seeds and count total number from their pumpkins. Students will record the number on large paper. After counting seeds, groups will tell how many seeds each group had total. Class will compare amounts using MORE THAN or LESS THAN.

**Closure:** Review definition of MORE THAN and LESS THAN

### Extension:

Use seeds all week for counters, color individual seeds and sort by color.

## SEED MATH ADDITION

### Objective:

TLW add concrete and written numbers to 10 using seeds to create and solve problems.

### Materials:

- 10 pumpkins seeds per student
- Pencil
- Paper
- Egg timer

### Instructional Input:

We have added using our cubes, bears, and even fingers to equal 10. Who knows what doubles to equal 10? (5) I am going to write  $5+5$  on the board and draw my five plus five pumpkin seeds to match. Count all the pumpkin seeds with me. There are 10. So  $5+5=10$ . I am going to set a timer and with your 10 seeds, try to make as many addition problems as you can that equal 10. Write down the problems with the answers using the addition or plus sign and the equal sign. Let us see who can come up with the most problems. Time starts now. 5-10 minutes is enough.

### Practice:

Students take their own seeds and form addition problems then transfer to paper during this timed event. After finishing all equal to 10 problems, spend the remainder of the time coming up with other problems for 5 and 8.

### Closure:

Share problems and concretely work them out as well as written. Have a "checker" group to see if they are correct.

## PUMPKIN PIE MATH

### Objective:

TLW will recognize that  $\frac{1}{3}$ ,  $\frac{1}{2}$ ,  $\frac{1}{4}$  are all parts of a whole.

### Materials:

- 1 Pumpkin Pie
- Knife
- Scissors
- Paper
- Orange Construction Paper
- Glue

### Instructional Input:

Show class the pumpkin pie. Ask them how would we share it? Everyone would get an equal piece. How many students are part of the class? (18) Then we would need to cut this pie into 18 pieces. Each piece was part of the whole. What if we wanted 2 pieces. Discuss cutting into 2 pieces and also half. One of two equals  $\frac{1}{2}$ . What if we wanted 4 pieces of pie? (cut into 4 slices) Each slice would be one of four or one fourth. Write  $\frac{1}{4}$  on board. Ask students what if we wanted 3 pieces? We would cut it into three pieces. If we gave one to the principal she would have one third of the pie or  $\frac{1}{3}$ . Each section of pie or piece is part of the whole.

### Practice:

Students will take orange construction paper and cut 3 circles using templet. Each student will then cut circles into  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ , and glue pieces to manilla paper labeling each fraction.

**Closure:** Teacher may divide parts of the whole pie for each class member and talk about how to write the fraction as part of the whole pie using students as examples.



## PUMPKIN AND THE LADYBUG

### Objective:

TLW describe and recognize the basic needs and habitat of pumpkins, ladybugs, and humans by comparing each.

### Materials:

Pumpkin

"Ladybug, Ladybug" by class chart labeled pumpkin, ladybugs, humans

### Instructional Input:

Read class "Ladybug, Ladybug" asking questions about bug habitats along the way. Write habitat on the board and define. After reading story, label ladybug side to chart and fill in with student answers regarding habitat and needs. Discuss recent pumpkin field trip and chart habitat and needs. Last have students brainstorm human habitat and needs.

### Practice:

Student will help highlight like needs in orange and answer questions by comparing all three.

**Closure:** Review what habitat means.

**Extension:** Have students cut pictures from magazine to show habitat of different animals, birds, or bugs. Make coat hanger collage with shelter, food, water and where these animals would find them.

## PUMPKIN LIFE CYCLE

### Objective:

TLW describe and sequence the different stages of the pumpkin life cycle.

### Materials:

- Pumpkin
- Paper plates
- Brads
- Scissors
- Crayons

### Instructional Input:

If lesson is taught after trip use the trip as basis for the life cycle and review. If prior to trip-use in conjunction with reading "Pumpkin Pumpkin" by Jean Titherington.

After discussing the life-cycle from seed, sprouting, flowering, green pumpkins, turning pumpkins, orange pumpkins, and finally carving pumpkins for next season's seeds. Discuss how this is a cycle and makes a circle and draw the steps on a chart. Having great examples of the text or seed, flower, or green pumpkins helps!

### Practice:

Students will divide sections of a paper plate-(great to go along with fractions as well-see Pumpkin Pie lesson) into 6 sections then draw each step of the cycle on the sections in order. Students will then cut one section from second plate as window. Teacher or volunteer will help brad two plates together to show each step of the cycle when spun through the top window.

### Closure:

Review cycles and steps of pumpkin life-cycle.

**Extension:** Have students spin plate randomly and describe what step of the cycle it lands on and what step(number) it is.

## PUMPKIN GROWING

### Objective:

TLW predict and observe different pumpkin seeds growing in different conditions.

### Materials:

- Baggies
- Paper towels
- Markers
- Pumpkin seeds

### Instructional Input:

After learning about the pumpkin life cycle either from reading Pumpkin, Pumpkin or a field trip to a pumpkin farm, the students will now experiment with growing their own pumpkins. We know pumpkins need 3 things to grow, water, sun, and soil. We are going to try to grow some pumpkins ourselves BUT we will leave out some important things. First we want to label our baggies- sun, dark, water, no water, soil, and no soil. How many bags are there? (6)  
Place soil in all bags except 1.

Place seeds in ALL bags

Spray or drop water in all bags EXCEPT 1.

Place one complete bag in a drawer or dark place. Place one complete bag in the sun.

Have children predict what will happen to each bag, which will grow the most, the least; will the no water pumpkin dry up? Etc. Write predictions on a chart.

### Practice:

Each day have the students record observations in a pumpkin journal on each of the pumpkins. After they germinate compare the findings to their predictions.

### Closure:

Plant a pumpkin seedling outdoors and see how long it will grow.

## PUMPKIN GUTS

### Objective:

TLW use the five senses in scientific inquiry to answer questions.

### Materials:

- Pumpkin guts-1-2 pumpkin insides will suffice
- 4-5 Tupperware bowls
- Paper Towels
- Blindfolds/Bandanas
- Paper
- Pencil

### Instructional Input:

A great starter activity for the entire unit of PUMPKINS. Discuss using your five senses to investigate for science. Ask students to give examples of what the 5 senses are-taste, smell, hearing, touch, and sight. As they give examples write the 5 senses on class size chart. Explain how using senses can give us a better idea of what an object is and help us identify and investigate to find out more. Divide class into smaller groups. Explain that we are going to try and answer a question using our five sense-"What is in the bowl?"

### Practice:

After dividing into groups, students will copy down the chart of 5 senses to use during the activity. Tell students they may use all their senses except sight for now-no peeking! Students will be given blindfolds, tupperware bowls full of pumpkin guts, and paper towels. One student will be the recorder, one is blindfolded, and one holds the bowl. Each student will have a chance to use all senses except sight to figure out what is in the bowl recording all answers in chart. Use descriptive words to tell about the guts. (great for writing activity as well)

### Closure:

Discuss answer to the question "what is in the bowl? How did they know? What did it smell like? What sense gave away the answer?"

## PUMPKIN DECAY

### Objective:

TLW observe and record changes in pumpkin over time.

### Materials:

Pumpkin  
Journal  
Digital Camera/Drawings

### Instructional Input:

Discuss how over time living things change. Talk about trees in the seasons, puppies growing up into dogs. Have students predict what will happen to the orange pumpkin? Will it look the same in December, April, Summer? Record predictions on class notebook.

### Practice:

Students will record observations of the pumpkin over time including height, weight, color, circumference, smell using four senses and tools. This can be done weekly or monthly.

### Closure:

Ongoing discussion throughout the year on changes of the class pumpkin.

### Extension:

Have more than one pumpkin-one cut open, one carved and hollowed out, one left whole. Record different observations of each. Leave 3 whole pumpkins, place one outdoors, one in and one in the refrigerator. Record weekly observations.

## A FARMER'S JOB

### Objective:

TLW be able to explain how a farmer's job is more than just animals and identify the types of farmers.

### Materials:

Drawing Paper  
Crayons  
Pencil  
Class Chart

### Instructional Input:

After completing pictures, explain that farmers do more than take care of animals. They must also plant food and help produce food like vegetables, beef and milk that we drink and eat. Read the story, *Down on the Funny Farm*- a book describing the animals on a farm and how one day they all act differently.

After the story, talk about the cows, chickens, and lamb. What do we get to eat or use from each? Explain how some farmers grow just one thing or have one type of animal. Make a list of all the different things the class can come up with that farmers can produce- milk, cheese, yogurt, ice cream, vegetables, fruit, hamburgers, fried chicken etc.

### Practice:

Divide students into several groups giving each group a certain type of farmer to write about- dairy, beef, pumpkins, flowers, broccoli, wheat, corn

Ask students what they know about farms and the job of a farmer. Have students draw a picture of what they think their farmer looks like. After drawing the picture have students write a story of a day in the life of that particular type of farmer.

### Closure:

Share the different farm stories.

### Extension:

Have students list products made from milk or beef.

## FARM TOOLS

### Objective:

TLW compare modern farm tools to older farm tools and see how technology has improved farm jobs.

### Materials:

Clored Markers  
Class Chart  
Farm Machinery Pictures  
Hoe, Shovel, Rake

### Instructional Input:

Show the students a shovel and a hoe and ask them what they think the tools are used for. After hearing several answers, introduce the shovel first as a hand tool to dig holes to plant trees or seeds. Introduce the hoe as a tool to chop weeds and make sure the soil is nice for the plants-no weeds.

Talk about how these particular tools have been around for a long time even before cars or tractors. Ask students what a tractor is used for. Explain that tractors pull modern farm tools. Show a picture of a 'plow' (see plow picture). Tell how it is used as a shovel but all you do is drive the tractor and the plow does the work. Ask is that easier? Show a picture of a cultivator. Tell how it is a tractor pulled hoe and rids the fields of weeds much easier than using your hands.

### Practice:

On a chart in two colors write new and old. Start by writing the tools that are new and old. Then have students brainstorm what is better about the new tools while facilitating the answers into the lesson. Brainstorm what is worse about the old tools.

### Closure:

Talk and compare the new and old technology with students. Compare to shovels and plows to pencil-paper and calculators. Explain how technology helps all professions and people in different kinds of jobs.

### Extension:

Brainstorm different appliances in the classroom that help the class-overhead vs. chalkboard, paper vs. computer, etc.

## PUMPKIN CALENDAR

### Objective:

TLW create a farm timeline for growing pumpkins.

### Materials:

Butcher Paper  
Crayons  
Calendar

### Instructional Input:

Review the months of the year. Tell students that each month has special dates. Special dates might be holidays or even appointments. Discuss the special dates learned about from the farm trip.

Plow and ready fields in April.

Weed and cultivate fields in May

Order pumpkin seeds in June

Plant pumpkin seeds July 4

Water pumpkin seeds in August

Weed pumpkins in September and fertilize

Pick pumpkins in October

Remove old vines in November

Compost extra pumpkins in December

Receive new seed catalogs in January

Pick out new pumpkin varieties or types in February

REST in March

You can add or delete as much as you like.

### Practice:

Have students divide up into teams of 2 and assign each a month to write on the timeline of butcher paper. Have those students draw the activity on the pumpkin farm that takes place for that month.

### Closure:

Review how each month has a special date or activity in all jobs, lives, and nature-the seasons, summer, school etc.



## PUMPKIN MAPPING

### Objective:

TLW create a farm map coloring land forms, bodies of water, and using symbols.

### Materials:

Drawing Paper  
Map Colors  
Pencil

### Instructional Input:

Discuss the trip to the farm. Use maps from the farm and talk about where things were located-barns, ponds, fields, trees, and hills. Explain to students that maps have symbols to show hills or mountains. Show large map. Draw symbols for water-blue. Draw symbol for pumpkins as orange circles. Draw symbols for barns as black house symbols. Add any other symbols you like-trees, roads, etc.

### Practice:

Have students place objects on map giving them directions- right corner pond, left corner barn. Helping students find left and right, center. (following directions) Then show students the symbols to be placed on the map- pumpkins, barns, roads, etc. Have students place symbols in correct places.

### Closure:

Discuss how all maps have symbols and use directions. Use maps of the school with exit signs, maps of the city, etc.

### Extension:

Give students a map of the school and have them make up symbols for different places.

## SNACK MAPPING

### Objective:

TLW create symbols and locate places on maps.

### Materials:

Snacks-peanuts, corn chips, candy bars, apples  
Large US Map  
Blank Labels  
Markers

### Instructional Input:

Have students brainstorm different snack foods and record on a chart. Show actual items like peanuts, corn chips, candy, and apples. Tell students that there are ingredients in each that were once on a farm. Discuss peanuts growing in dirt, harvested, packaged, and then shipped to stores. Tell where peanuts are grown in the US. Ask students what would be a good symbol to mean peanuts? Draw peanut symbol on label and stick on map near peanut growing state-Georgia.

### Practice:

Have students help label other symbols and locate places on class maps.

### Closure:

Review symbols on all maps and how they mean bigger things.

## PUMPKIN FAIR

### Objective:

TLW recognize rhyming words in literature.

### Materials:

Book The Pumpkin Fair by Eve Bunting  
Blank Flash Cards  
Crayons

### Instructional Input:

Read students the book The Pumpkin Fair. As you read ask students to listen for rhyming words. If they hear a rhyming word, touch their nose. After reading the story turn to the first page and review the different rhyming words- seed, indeed, seen, been, and talk about the e sound. Turn the page and ask student to help pick out rhyming words and tell what sound rhymes?

### Practice:

After identifying rhyming words in the story, have students write words on flash cards. Divide class into groups and play "Rhyme Match". Each group pulls a card and tries to match the rhyming word to one in the story.

### Closure:

Review what makes a rhyming word-same sounds.

## P IS FOR PUMPKIN

### Objective:

TLW recognize the beginning consonant sound of "p" using the big book Pumpkin, Pumpkin.

### Materials:

Book Pumpkin, Pumpkin by Jeanne Titherington  
Highlighting Tape

### Instructional Input:

Explain to the students that today's letter of the day is 'P'. Tell them that we are going to count and list all the p words we find with a p sound at the beginning of the word. Read the book Pumpkin, Pumpkin asking students to clap when they hear a p word beginning with a p sound. After reading the book once, ask for volunteers to come and tape over the p words in the book.

### Practice:

Have ? the students help you write down all the p words that appear in the story. Have the other half of the students count how many p words are in the story. After making a list of the words, have students use the word in their own sentences. Order the sentences to make a silly story.

### Closure:

Review all the p words again and copy down for spelling words.

Planted  
Pumpkin  
Plant  
Picked  
Pulp  
Put  
Planting

### Extension:

Use the word plant as a root word and find other words that include plant within the story.

## DON'T PICK ME!

### Objective:

TLW describe reasons why a pumpkin should NOT be picked and record reasons.

### Materials:

Pumpkin-Perfect  
Paper  
Pencil

### Instructional Input:

Explain to students that we sometimes must convince someone to make a different choice. Ex. We want our Mom to buy Lucky Charms instead of Cheerios. We must come up with reasons why she should buy the Lucky Charms. Have the class list positive reasons for purchase telling them they are trying to convince along the way.

Introduce the pumpkin. Students may find the pumpkin perfect. Tell them they are trying to convince the teacher NOT to buy the pumpkin and make it into a pumpkin pie. They can pretend they actually are the pumpkin and do not want to be eaten.

### Practice:

Students will write reasons why the pumpkin should not be purchased using their own words and sound spelling any they are unsure of.

### Closure:

Read reasons and vote on which ones would make the teacher NOT bake the pumpkin into a pie. Review keywords.

## TOO MANY PUMPKINS

### Objective:

TLW identify the setting, problem, and characters of Too Many Pumpkins

### Materials:

Book Too Many Pumpkins, by Linda White

Story Web Charts (including setting(time, place), characters, problem)

Markers

### Instructional Input:

Read students the book Too Many Pumpkins. As you read the book, ask students leading questions about the story, problems, characters and how they solve the problem. Discuss if this is real or fantasy? Ask how the old woman changes?

### Practice:

After reading the story , have students help fill in a story web chart on the overhead including setting, problems, characters, and how they solved the problems.

### Closure:

Review main elements of a story.

### Extension:

Have students write their own stories about too many apples, oranges, bananas.

## PUMPKIN GAMES

### Objective:

TLW create different pumpkin games with rules by creatively writing sentences to describe how to play.

### Materials:

Book The Pumpkin Fair by Eve Bunting  
Paper, Pencil  
Pumpkin  
Chalkboard

### Instructional Input:

Read students the book The Pumpkin Fair. As you read ask students to be thinking of different games they are playing at the fair. Discuss if they think there are rules to these games? How long the game lasts? Etc.

### Practice:

After reading the story and listing all games mentioned in the Pumpkin Fair, have students brainstorm games they could play using a pumpkin. Each student can pick their own game and write rules using correct sentence structure on how to play those pumpkin games.

### Closure:

After writing rules, have students read each others rules and try to play the game with a class pumpkin. Stress the importance of using details and sequence.