

Smartest Pumpkin IN THE Patch

Pumpkins in Pieces (K–3 grade focus)

Objectives: Students will identify parts of the pumpkin and then recall with teacher lead activity.

Standards: NS. K-3 Life Science: As a result of activities in grades K-4, all students should develop an understanding of the characteristics of organisms, life cycles or organisms, and organisms and environments.

NL. Language Arts. English K-12.3 Evaluation Strategies: Students apply a wide range of strategies to comprehend. Interpret, evaluate, and appreciate texts. They draw upon their prior experience, their interactions with other readers and writers, their knowledge and word meaning and of other texts, their word identification strategies, and their understanding of textual features.

Preparation/Materials: Pumpkin split into half, OR small pumpkins split into half for each student. Plastic utensils, tweezers, scoops or magnifying glass for help with looking into and exploring the pumpkin. Handwipes/sink/necessary cleanup materials for the location. Pumpkin outline with word bank/key words.

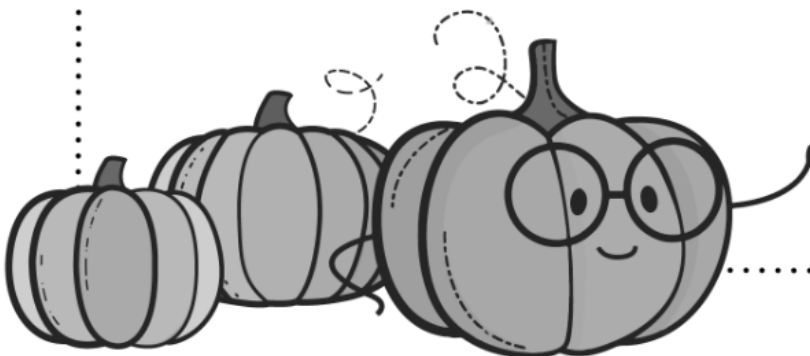
Activity:

1. After reviewing the vocabulary words, have students guess what they might find, what they already know and recall how they may know what to expect from this activity.
2. Allow students to explore the inside and outside of the pumpkin touching, smelling, BUT absolutely NO tasting!

Review the functions of the pumpkin plant and the lifecycle. This will help them to understand the functions or items they are identifying.

3. Allow each group/student to identify their pumpkin with the corresponding words. Attempting to use it during their activity results in messy and sticky pencils and papers. Ask open ended questions to prompt for discussion. Allow students to share discoveries during the activity. What was your favorite part of touching the pumpkin? What senses did you use during our experiment?

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4. Use worksheet after exploration. This will allow to check for understanding and reinforce the vocabulary. This can be teacher or independent practice.
5. Use as a journal entry or creative writing project in which they describe the best worst and most interesting parts of their pumpkin.
6. Put your pumpkins out in a garden or area students can watch the decomposition safely.

Extensions:

Read Story: Pumpkin Circle The Story of a Garden by George Levenson or The Pumpkin Book by Gail Gibbons

