

Morning Group Time

Read-Alouds and Art

Monday

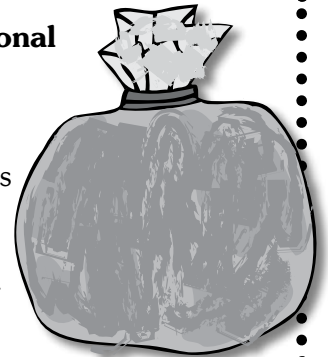
On chart paper write, “*Pumpkin* starts with *p*. Find the *p*’s below.” Write an assortment of letters, including several uppercase and lowercase *p*’s, below the message. Invite student volunteers to circle each *p* with an orange marker and then add a green marker stem so that it resembles a pumpkin. **Letter recognition**

Read aloud *The Biggest Pumpkin Ever* by Steven Kroll. Have each student write about what he would do to grow the biggest pumpkin ever and then add an illustration. **Writing**

Tuesday

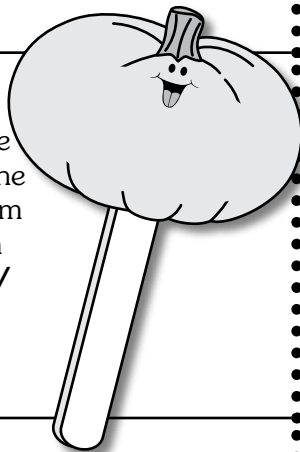
Draw a long vine on the board. Number 20 pumpkin cutouts (pattern on page 45) from 1 to 20. Tape some of the pumpkins on the board, leaving spaces for the missing pumpkins. Ask students to determine the missing numbers and then attach the appropriate pumpkins in the corresponding locations. **Number order**

Three-Dimensional Pumpkin
(See directions on page 44.)
Revisit yesterday’s story. Then have each student make a pumpkin.



Wednesday

Attach a pumpkin cutout (pattern on page 45) to a craft stick to make a pointer. Invite volunteers to use the pointer to indicate items in the room that begin with the /p/ sound as in *pumpkin*. **Beginning sound /p/**



Read aloud *Five Little Pumpkins* by Iris Van Rynbach. Give each of five students a pumpkin cutout (pattern on page 45) labeled with an ordinal number from *1st* to *5th*. As you revisit the story, invite the students with pumpkins to arrange themselves in order in front of the group. **Ordinal numbers**

Thursday

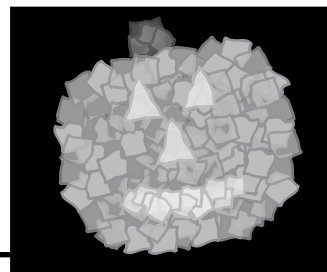
Give each student a pumpkin cutout (pattern on page 45). Have each child follow your directions as you ask her to put her pumpkin *above* and *on* her head, *under* her foot, *next to* her leg, or *over* her hand. **Positional words**

Encourage youngsters to share what they know about how a pumpkin grows as you record their responses on the board. Read aloud *It’s Pumpkin Time!* by Zoe Hall. Then lead a discussion comparing students’ ideas to the information presented in the book. **Prior knowledge**

Friday

Set out a large pumpkin. Cut a length of string for each child that is either shorter than, longer than, or the same size as the circumference of the pumpkin. Give each child a length of string and have him predict whether his string will be too short, just right, or too long when placed around the middle of the pumpkin. Then have students take turns measuring the pumpkin with their strings. **Measurement**

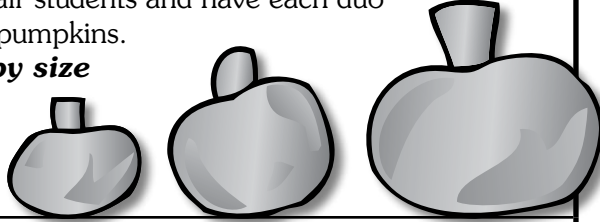
Jolly Jack-o’-Lantern
(See directions on page 44.)



Literacy and Math

Ask each youngster to make three different-size pumpkins from orange play dough. Then have him line up his pumpkins from smallest to largest. For an added challenge, pair students and have each duo order its six pumpkins.

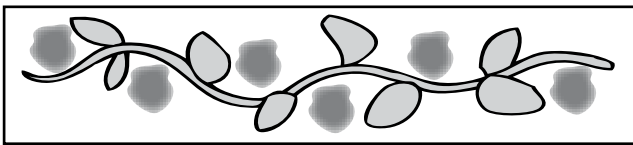
Ordering by size



Give each child a copy of page 46. Have her write two words that describe pumpkins. Then invite her to illustrate her sentence and cut out the circle. Bind the completed pages between two pumpkin-shaped construction paper covers with the title “Describing Pumpkins.” **Writing**

Place a large supply of orange pom-poms on a piece of green bulletin board paper to make a pumpkin patch. Invite a child to roll a die and “pick” the corresponding number of pumpkins from the patch. Continue until the pumpkin patch is empty. **Counting**

Ask each child to draw a vine and leaves on a paper strip. Announce a pair of words. If the words rhyme, have each child use an orange bingo dauber or crayon to add a pumpkin to his vine. If they do not rhyme, he does nothing. Continue as time allows. **Rhyming**



Draw a jack-o'-lantern on the board using different shapes for the eyes, nose, and mouth. Have volunteers name the shapes. Then repeat the activity by making new faces with different shapes. **Shape identification**

Song

(sung to the tune of
“Take Me Out to the Ballgame”)

Take me out in October!
Take me out to a farm!
Find me a pumpkin fat as can be;
I'd like one even bigger than me!
Yes, it's pumpkin time in October,
My favorite time of the year!
Oh! It just could never be fall
Without pumpkins here!

Phonemic awareness: Guide youngsters in naming each word in the song that begins with *f*.

Journal Prompts

- Draw a pumpkin seed. Write about what happens to a pumpkin seed after it is planted.
- Draw things made using pumpkin. Write about them.
- Draw the inside of a pumpkin. Write about it.
- Draw a jack-o'-lantern. Write to describe it.
- Complete the following sentence: “The pumpkin grew so big that...” Then illustrate your sentence.