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Dear Parents/Guardians,

As we welcome the fall season, we move into the exciting unit, “Apples and Pumpkins.” Over the next several weeks, your child will be involved in a variety of activities, including:

- creating apple patterns
- graphing apples by colour and taste
- weighing apples and pumpkins, using a balance scale
- ordering apples and pumpkins by size
- making apple prints
- sorting apples and pumpkins, using a variety of sorting rules
- estimating the circumference of a pumpkin
- counting and estimating pumpkin seeds
- mixing red and yellow paint to create orange pumpkins
- sequencing the life cycle of an apple tree and the growth of a pumpkin
- reciting apple and pumpkin poems and songs

Our Dramatic Centre will start out as a bakery filled with apple recipes and plastic baking ware to encourage role-playing and creativity. After that, the centre will change into a country store where the students can use baskets as they “shop” for plastic fruits and vegetables and harvest products (such as gourds and corn). The Listening Centre and Reading Centre will provide literature-rich environments filled with fiction and nonfiction books on apples and pumpkins. The Discovery Centre and Tactile Centre will continue to challenge students to question and wonder about the world around them. Other interesting apple and pumpkin activities will be at our Writing Language Centre and Mathematics Centre.

Weekly poems will be sent home with your child. Don’t forget to review the poem and complete the home-school connection activities. Keep your eyes open for our new Big Books, which will be circulating throughout our kindergarten homes. Please feel free to add your comments at the end of the books.

Our letters of the month are a for apple, p for pumpkin, and o for october. Our number of the month is 7. Your child will be working through a variety of activities that reinforce the proper formation of both letters and numbers.

Thank you so much for your continued support. We look forward to another lively month on our Kindergarten Journey.

Sincerely,
BOOK SUGGESTIONS

APPLES


PUMPKINS

LESSON 1  AB APPLE PATTERNING

FOCUS
The students will identify, reproduce, extend, and create AB patterns using apple cutouts.

MATERIALS
- Apple Cutout (BLM 2.1.1)
- construction paper (red, green)
- scissors
- crayons
- Apple Patterns activity sheet (BLM 2.1.2)

PREPARATION
- Make ten paper apples: Photocopy the Apple Cutout. Cut out the apple, and trace five apples on red construction paper and five apples on green construction paper. Cut out each apple.
- Photocopy the activity sheet Apple Patterns (one copy per student).

TEACHING THE LESSON
1. Have the students sit in a large circle and watch you closely. Place one red apple in front of you. Next, place one green apple beside the red apple. Place a second red apple beside the green apple (see below).

Say to the students:
- Let us see what we have so far. Say the colours with me: “red, green, red.”
- Who can tell me what colour the next apple will be?
Select a student to add a green apple to the line of apple cutouts.

2. Continue this process until all ten apples have been placed in a straight line in the middle of the circle. Ask the students:
- What have we created with our red and green apples? (Answer: a pattern)
Explain to the students that, as a class, you have all worked together to create an apple pattern. Ask:
- What is the pattern we have created? (Answer: red apple, green apple, red apple, green apple, etc.)

**Follow-up Student Activity**
1. Distribute a copy of the activity sheet Apple Patterns (BLM 2.1.2) to each student.
2. Explain to students that they are going to make their own apple patterns.
3. Have students select two crayons of different colours and create their apple pattern.

**Extending the Idea**
- Have students use different-coloured apple cutouts (e.g., green and yellow) to create new AB patterns.
- Have students use real apples to make an apple pattern.
- As the students learn the names of the apples, they can make an apple pattern, using apple names (e.g., McIntosh, Granny Smith, McIntosh, Granny Smith).
- Provide additional objects in the classroom (e.g., coloured blocks, crayons, coloured teddy bears, model cars) for the students to use to create their own patterns.

**Student Assessment**
- Observe students’ ability to create and extend an AB pattern. Use the Rubric sheet, GBLM-2, to record your observations.
  Suggested achievement levels:
  Level 1 – completes and extends a simple pattern with assistance
  Level 2 – completes and extends a simple pattern with limited assistance (several minor errors)
  Level 3 – independently completes and extends a simple pattern with few errors
  Level 4 – independently completes and extends a simple pattern with no errors
Apple Cutout
Apple Patterns
**FOCUS**

The students will identify, reproduce, extend, and create ABC patterns, using apple cutouts.

**MATERIALS**

- Apple Cutout (Lesson 1, BLM 2.1.1, page 7)
- construction paper (red, green, yellow)
- pencil
- scissors
- circle stickers in red, green, and yellow
- 8 ½ x 11-inch sheets of white paper (half sheet per student)
- paper plates

**PREPARATION**

- Photocopy the Apple Cutout. Cut out the apple, and use it to trace three apples on red construction paper, three apples on green construction paper, and three apples on yellow construction paper. Cut out each apple.
- Make white paper strips by cutting 8 ½ x 11-inch sheets of paper in half, lengthwise (one per student).
- Put a collection of red, green, and yellow stickers on paper plates, and place the plates on work tables.

**TEACHING THE LESSON**

1. Have the students sit in a large circle and watch you closely. Place one red apple in front of you. Next, place one green apple beside the red apple. Then, place a yellow apple beside the green apple. Finally, place a red apple beside the yellow apple. Ask the students:
   - What colour will the next apple be in my pattern? (Answer: green)
   Select a student to add a green apple to the line of apple cutouts. Then, say to the students:
   - Let us see what we have so far. Say the colours with me: “red, green, yellow, red, green.”
   - Who can tell me what colour the next apple will be?
   Then, ask the students:
   - How is this apple pattern different from the apple patterns we did yesterday, the other day, last week? (Answer: there are three colours in this pattern)
2. Continue with the activity until all nine apples have been placed in a straight line in the middle of the circle. Review the pattern aloud with the students, pointing to each apple as you state its colour.

**FOLLOW-UP STUDENT ACTIVITY**

1. Give each student a white paper strip.

2. Have students go to the work tables. At each table, the students will find a paper plate filled with red, green, and yellow stickers.

3. Have all students choose a sticker (e.g., red), and stick it to the far left-hand side of their white paper strip. Next to this sticker, have them attach a sticker of a different colour (e.g., green), then a sticker of a third colour (e.g., yellow).

4. Ask the students what sticker they should choose next for the pattern. (Answer: red)

5. Explain to the students that they are to continue this pattern all the way across their paper strip (see below).

---

**EXTENDING THE IDEA**

- Have students use real apples to make an apple pattern.
- As the students learn the names of the apples, make an *ABC* apple pattern using apple names (e.g., McIntosh, Granny Smith, Red Delicious, McIntosh, Granny Smith, Red Delicious, and so on).
- Have the students use linking cubes to make their own *ABC* patterns.
- Set up a Pattern Centre in the classroom where students can make patterns using objects such as coins, stickers, crayons, blocks, and shells.

**STUDENT ASSESSMENT**

- Observe students’ ability to create and extend an *ABC* pattern. Use the Rubric sheet, GBLM-2, to record your observations:
  - Suggested achievement levels:
    - Level 1 – completes and extends a simple pattern with assistance
    - Level 2 – completes and extends a simple pattern with limited assistance (several minor errors)
    - Level 3 – independently completes and extends a simple pattern with few errors
    - Level 4 – independently completes and extends a simple pattern with no errors
LESSON 3  RECOGNIZING AND ORDERING NUMBERS FROM 1 TO 10

FOCUS
The students will identify the numbers 1 to 10, and place the numbers in numerical order.

MATERIALS
- Ten Apples Up on Top!, a book by T. LeSieg
- scissors
- Apple Cutout (Lesson 1, BLM 2.1.1, page 7)
- 18 x 24-inch sheets of construction paper (one sheet per two students)
- glue
- construction paper (red)
- black felt marker
- Dog Cutout (BLM 2.3.1)
- Apples Up on Top activity sheet (BLM 2.3.2)
- masking tape
- stapler

PREPARATION
- Photocopy the Apple Cutout. Cut out the apple, and use it to make 10 large apples from red construction paper. Label the apples from 1 to 10.
- Cut the 18 x 24-inch sheets of construction paper in half, lengthwise (half sheet per student).
- Photocopy the Dog Cutout (one dog per student), and cut out. Staple the construction paper lengthwise, to the top of the dog’s head (one per student).
- Photocopy the activity sheet Apples Up on Top (one copy per student).
- Locate the book, Ten Apples Up on Top!

TEACHING THE LESSON
1. Have the students sit in a large group circle. Hold up the storybook Ten Apples Up on Top! Tell the students that the author of the book is T. LeSieg, and the illustrator is Roy McKie. Start reading the story to the students.

As you read the first page, use masking tape to stick the apple cutout labelled “1” to the bottom of the chalkboard, wall, or chart stand. As you
read the story, add the additional apples at the appropriate times. Near the end of the story (page 60), when the animals topple into the cart of apples, remove all the apples. As a class, have the students tape the apples back up in numerical order from 1 to 10.

2. When you have finished reading the book, review the numbers 1 to 10 with the students. Point to each number, and have the students identify the number aloud.

3. Tell the students they are going to play a game. Ask them to close their eyes. Remove one apple from the line of apples. Have the students open their eyes and identify which number is missing. Repeat several times.

**FOLLOW-UP STUDENT ACTIVITY**

1. Distribute the dog’s head with attached construction paper, as well as a copy of the activity sheet Apples Up on Top (BLM 2.3.2) to each student.
2. Have students cut out the numbered apples.
3. Explain to the students that they are to put the apples on top of the dog’s head. They are to glue the apples in order from 1 to 10. The number 1 will be the first number placed on top of the dog’s head.

**EXTENDING THE IDEA**

- Hold up a number from 1 to 10. Ask the students to identify the number that comes before or after the number you are holding up.
- Place the 10 labelled apples in a row. Have the students close their eyes. Remove two apples, and hide them behind your back. When the students open their eyes, ask them to identify the two missing numbers.

**STUDENT ASSESSMENT**

- Observe the students as they cut out their apples. Assess their ability to use scissors accurately (e.g., thumb stays on top, middle and ring fingers in bottom loop; opens and closes scissors while pushing them forward). Use the Individual Student Observations sheet, GBLM-1, to record your results.
- Observe students’ ability to recognize the numbers 1 to 10 and place them in the correct order. Use the Rubric sheet, GBLM-2, to record your observations.

Suggested achievement levels:

- Level 1 – requires assistance to identify numbers 1–10
- Level 2 – can identify numbers 1–10 with limited assistance (several minor errors)
- Level 3 – independently identifies numbers 1–10 with few errors
- Level 4 – independently identifies numbers 1–10 with no errors
Dog Cutout
Apples Up on Top

6
2
3
7
1

4
5
9
10
8
LESSON 4  GRAPHING APPLES BY COLOUR

FOCUS
Students will make a concrete-object graph to compare the colour of apples. Once the graph is constructed, the data will be compared, using words such as fewer, greater, and the same.

MATERIALS
- graphing mat
- Apple Cutout (Lesson 1, BLM 2.1.1, page 7)
- black felt marker
- construction paper (red, yellow, green, brown)
- scissors
- Letter to Parents/Guardians (BLM 2.4.1)
- collection of apples (brought in by students)
- Graphing Apples activity sheet (BLM 2.4.2)
- crayons (red, yellow, green, and brown)
- optional: one russet (brown) apple (students probably will not bring in a “brown” apple, so having one for the students to see and use for the graph is helpful)

PREPARATION
- Send home the Letter to Parents/Guardians before doing this lesson.
- Photocopy the Apple Cutout. Cut out the apple and trace four apples on construction paper – one red, one green, one yellow, and one brown.
- Bring in one russet (brown) apple to the classroom.
- Photocopy the activity sheet Graphing Apples (one copy per student).

TEACHING THE LESSON
1. Spread out the graphing mat in the middle of the carpet or circle area. Have the students sit in a circle around the graphing mat. Make sure they bring the apples they brought from home with them. Ask the students:
   - What do you notice about the apples you have brought from home today? (Some possible answers: different colours, different sizes, some have leaves, some have stems)
2. Explain to the students that you are going to use the large graphing mat to sort the apples they have brought from home. At the bottom of the graphing mat, place a red apple cutout in the first column, a yellow apple
cutout in the second column, a green apple cutout in the third column, and a brown apple cutout in the fourth column. After students have had time to look carefully at the graphing mat, ask:

- How do you think we will be sorting and graphing our apples? (Answer: by colour)

Tell the students that all the red apples are to be placed in a straight line above the red apple cutout. All the yellow apples are to be placed in a straight line above the yellow apple cutout. Ask:

- Where will all the green apples go? (Answer: above the green apple cutout)
- Where will all the brown apples go? (Answer: above the brown apple cutout)

Select one student to start. Ask the student:

- What is the colour of the apple you brought today?
- Where should your apple be placed on our graphing mat?

Have the student place the apple on the graphing mat in the appropriate column. Provide assistance, if required. Remind the students that when items are placed on a graph, always start at the bottom and work up.

Continue around the circle. Have the next student identify the colour of his/her apple and place it in the appropriate column on the graphing mat.

3. After all the apples have been placed on the graphing mat, ask the students questions about the graph, such as:

- How many red apples are there?
- How many green apples are there?
- How many yellow apples are there?
- How many brown apples are there?
- What colour of apple do we have the greatest number of?
- What colour of apple do we have the fewest of?
- Are there a greater number of green apples or more yellow apples?
- Are there a greater number of yellow apples or more brown apples?
- Do we have fewer green apples or fewer brown apples?
- Do we have the same number of any two colours of apples?

**Follow-up Student Activity**

1. Distribute one copy of the activity sheet Graphing Apples (BLM 2.4.2) to each student.

2. Explain to the students that they are going to make their own graph of the apples that they brought to school.

3. Have students use crayons to fill in one square for each apple, matching the colour of the crayon to the colour of the apple. For example, if there are seven red apples, students should colour seven squares red.
EXTENDING THE IDEA

- Ask higher-level thinking questions about the graph. Ask, for example:
  - How many more red apples are there than green apples?
- Bring in a variety of apples from the grocery store. Have the students learn the names of the different apples, and discuss their characteristics.

STUDENT ASSESSMENT

- Observe students’ ability to identify the colour of their apple and place it in the correct column on the graphing mat. Assess their ability to accurately count the apples, and colour in the appropriate number of squares on the graph. Use the Individual Student Observations sheet, GBLM-1, to record your results.
Dear Parents/Guardians,

As part of our unit, “Apples and Pumpkins,” we will be graphing apples by colour. To help us accomplish this task, I am requesting that your son/daughter bring one apple (the colour of his/her choice) to school on ______________. The students will be placing their apples onto our large class graphing mat to make a concrete-object graph. Once we have created the graph, we will be comparing the results of the graph using words such as fewer, greater, and the same. For example, “Fewer students brought red apples than green apples” or “The same number of students brought green apples as yellow apples.”

Thank you so much for helping us with this “hands-on” graphing activity. If you have any questions, please call me at the school.

Sincerely,
Focus
Students will have an opportunity to taste four different-coloured apples. They will select which colour of apple they like the best. They will construct a concrete graph, using the results from the taste test. The data will be compared using words such as fewer, greater, and the same.

Materials
- graphing mat
- red, yellow, green, and brown apples (two to three of each apple variety)
- knife
- cutting board
- four paper plates
- napkins or paper towels (one per student)
- Apple Cutout (Lesson 1, BLM 2.1.1, page 7)
- construction paper (red, yellow, green, brown)
- Our Apple Taste Test activity sheet (BLM 2.5.1)
- scissors
- pencil

Preparation
- Photocopy the Apple Cutout, and cut out. Trace apples onto red, yellow, green, and brown construction paper. Cut out the apples (15 red, 10 green, 5 yellow, and 5 brown).
- Buy two to three of each colour of apple. Just before the lesson, slice the apples into small pieces. You will need one piece of each colour of apple for each student. Place all the red apple slices on one paper plate, the green apples slices on another plate, and so on.
- Photocopy the activity sheet Our Apple Taste Test (one copy per student).

Teaching the Lesson
1. Spread out the graphing mat in the middle of the carpet or circle area. Have the students sit in a large circle around the graphing mat. Tell them they are going to take part in an apple taste test. They will have a chance to sample four different-coloured apples – red, green, yellow, and brown. At the end of the taste test, they will each decide which colour of apple is their favourite. Have the students sample one piece from each of the four apple
varieties. After the students have sampled all four varieties of apples, ask them to decide which colour of apple was their favourite.

2. Place the apples made from construction paper in front of you. Say:
   ■ If the yellow apple was your favourite, please come up and take a yellow apple cutout from the pile in front of me.
Repeat this same process for the remaining three colours. Ask the students to put the apple cutout they selected on the floor in front of them.

3. At the bottom of the graphing mat, place a red apple cutout in the first column, a green apple cutout in the second column, a yellow apple cutout in the third column, and a brown apple cutout in the fourth column. Remind the students that all the red apples will be placed in a straight line above the red apple cutout. All the green apples will be placed in a straight line above the green apple cutout, and so on. Select one student to start. Ask the student:
   ■ What colour of apple did you like the best?
   ■ Where will you place your apple cutout on our graphing mat?
Have the student place his/her apple cutout in the appropriate column on the graphing mat. Provide assistance, if required. Remind the students that when they place items on a graph, always start at the bottom and work up. Continue around the circle. Have the students identify the colour of their favourite apple and place the apple cutout in the appropriate column on the graphing mat.

4. When all the students have placed their cutout on the graphing mat, ask them questions about the graph, such as:
   ■ What colour of apple do the greatest number of students like?
   ■ What colour of apple do the fewest number of students like?
   ■ How many students like red apples the best?
   ■ How many students like green apples the best?
   ■ How many students like yellow apples the best?
   ■ How many students like brown apples the best?
   ■ Do a greater number of students like yellow apples or green apples?
   ■ Do a greater number of students like red apples or brown apples?
   ■ Do fewer students like green apples or red apples?
   ■ Do the same number of students like any two colours of apples?

**Follow-up Student Activity**

1. Distribute one copy of the activity sheet Our Apple Taste Test (BLM 2.5.1) to each student.

2. Explain to the students that they are going to make their own graph to show the results of the apple taste test.
3. Have students colour in one square per column for each apple placed by them. For example, if four students liked yellow apples the best, the students will colour four squares in the yellow apple column.

**EXTENDING THE IDEA**

- Ask students higher-level thinking questions about the graph. For example, ask:
  - How many more people liked red apples than green apples?
- Discuss the varieties of apples and what they are used for (e.g., pie filling, applesauce, snacks).

**STUDENT ASSESSMENT**

- Assess the students’ ability to place their apple cutouts in the correct column on the graphing mat. Use the Individual Student Observations sheet, GBLM-1, to record your results.
- Observe students as they complete the activity sheet. Assess their ability to accurately count the apples and colour in the appropriate number of squares on the graph. Use the Individual Student Observations sheet, GBLM-1, to record your results.
Our Apple Taste Test

15
14
13
12
11
10
9
8
7
6
5
4
3
2
1

red
green
yellow
brown
FOCUS
Students will use nonstandard (e.g., linking cubes) and standard (e.g., balance scale) measuring devices to compare the masses of three apples. The words heavier and lighter will be used to compare the apples.

MATERIALS
- three apples of varying size and mass
- balance scale
- linking cubes
- felt marker
- pencils
- chart paper
- Weighing Apples activity sheet (BLM 2.6.1)
- three labels or pieces of masking tape
- sentence strips

PREPARATION
- Photocopy the activity sheet Weighing Apples (one copy per student).
- Buy three apples.
- Number three labels or pieces of masking tape with the numbers 1, 2, and 3.
- Set up a table with the three apples, some pencils, and copies of the student activity sheet Weighing Apples (one copy per student).

TEACHING THE LESSON

PART 1
1. Have the students sit in a large circle. Place a balance scale in the centre of the circle, either on the floor or on a low table. Tell students that this scale is called a balance scale. Ask:
   - For what purposes do we use a balance scale? (Answer: to determine how the masses of two objects compare to each other – which object is heavier and which object is lighter)

Demonstrate how the balance scale works. Place two objects of different masses on the scale, one in the right holder and one in the left holder. The holder with the heavier object will tilt down. Next, show the students how to “zero” the scale before measuring the mass of the apples. Ask:
   - If I place two objects on the scale and the scale does not tilt to the right or to the left but stays right in the middle, what do you think that means? (Answer: the objects have the same mass)
2. Tell the students that you are going to use the balance scale to compare the mass of three apples. Place two apples on the scale, and observe what happens. Ask:
- Which apple is heavier?
- Which apple is lighter?
- How do you know?
Place the second and third apples on the scale, and observe what happens. Ask the students:
- Which apple is heavier?
- Which apple is lighter?
- How do you know?
Repeat this procedure until you have compared all three apples. Then, ask:
- Which apple is the heaviest?
- How do you know it is the heaviest apple?
- Which apple is the lightest?
- How do you know which apple is the lightest?

Part 2
1. Take the same three apples you used in the previous activity. Label the apples from 1 to 3. Have the students remain sitting in a circle. Once again, place the balance scale in the centre of the circle, either on the floor or on a low table. Hold up the apple labelled “1” and one linking cube. Place the apple on the right holder and the cube on the left holder. Ask the students:
- How many more cubes must I put on the left holder to balance the scale?
Have the students share their estimates, and record them on chart paper (you may wish to put each student’s name beside his/her estimate).
Slowly place linking cubes on the left holder, encouraging the students to count as you go. When the scale is balanced, ask:
- How many cubes did it take to balance apple #1?
Check the estimates recorded on the chart paper. Ask:
- Did anyone guess the correct numbers of cubes?
- Which guesses were closest?
On a sentence strip, print the following:
  We needed ______ cubes to balance apple #1.
Repeat this procedure with the two remaining apples. Have the students estimate the number of cubes required to balance the scale, record their estimates on chart paper, and review their estimates.

2. After you have weighed all three apples, read aloud the sentence strips together.
FOLLOW-UP STUDENT ACTIVITY

1. Divide the class into small groups. Have two or three groups go to the work table at a time. There, they will find pencils, apples, and copies of the activity sheet Weighing Apples (BLM 2.6.1).

2. Have students select an apple to weigh. Have them estimate how many linking cubes they will need to balance the scale.

3. Students will record the estimate independently, or with the help of a parent-volunteer.

4. Have the students slowly place the linking cubes on the balance scale, counting as they go.

5. When the scale is balanced, have the students record the actual number of cubes needed (independently, or with the help of a parent-volunteer).

6. Have students repeat steps 1–4 with a second apple.

EXTENDING THE IDEA

- Have the students compare the masses of various fruits.
- Examine different scales you could use to determine the mass of an object.
- Discuss the use of scales in everyday life (e.g., bathroom scale, scale at the grocery store, an infant or pet scale).

STUDENT ASSESSMENT

- In an interview or conference setting, have each student demonstrate how to find the mass of an apple, using a balance scale and linking cubes. Have the student estimate how many cubes will be needed to balance the scale. Have the student check his/her estimate. Consider these criteria:
  - makes a reasonable estimate
  - demonstrates one-to-one correspondence
  - counts the estimate and the actual number
  - compares the estimate and the actual number

Include these criteria on the Rubric sheet, GBLM-2, and record your results.
Weighing Apples

Apple #1
I think we need ____________ cubes to balance the scale.
We needed ____________ cubes to balance the scale.

Apple #2
I think we need ____________ cubes to balance the scale.
We needed ____________ cubes to balance the scale.
LESSON 7
ORDERING APPLES BY SIZE

FOCUS
Students will order a set of apples according to size (e.g., smallest to largest).

MATERIALS
- five apples (varying sizes)
- scissors
- Apples in a Row activity sheet (two pages) (BLM 2.7.1)
- glue
- crayons (red, green, yellow, brown)

PREPARATION
- Collect five apples of varying size.
- Photocopy the activity sheet Apples in a Row (a copy of each page per student).

TEACHING THE LESSON
1. Have the students sit in a large circle. Place the apples in the middle of the circle. Ask the students:
   - What can you tell me about these apples? (e.g., colour, type, how they are different, how they are the same)
2. Tell the students that they are going to focus on the size of the apples. As a class, they are going to work to put the apples in order from smallest to largest. Ask:
   - Who can find the smallest apple?
Select a student to identify the smallest apple. Ask:
   - Does everyone agree with [name of student]’s choice?
If so, place the apple in the middle of the circle. This will be the first apple in the line. If not everyone agrees, have the students identify and agree on the smallest apple, and place it at the beginning of the line. Then ask the students:
   - If we are putting our apples in order from smallest to largest, which apple will come next in this line?
Select a student to identify the next smallest apple. Ask:
   - Does everyone agree with [name of student]’s choice?
If everyone agrees, place the apple in line behind the smallest apple. If not, have the students identify and agree on the apple that should be next in line.
3. Follow this procedure until all the apples have been placed in order from smallest to largest.

**FOLLOW-UP STUDENT ACTIVITY**

1. Distribute a copy of the activity sheet Apples in a Row (BLM 2.7.1) to each student.
2. Have students colour the apples on page two.
3. Have the students cut out the apples on page two of their activity sheet.
4. On page one of the activity sheet, have students glue the apples in order from smallest to largest.

**EXTENDING THE IDEA**

- Provide other opportunities for students to order objects in the classroom from smallest to largest or from largest to smallest.
- Have students investigate other ways to compare apples (e.g., lightest to heaviest, shortest to tallest).

**STUDENT ASSESSMENT**

- Observe the students as they cut out their apples. Assess their ability to use scissors accurately (e.g., thumb stays on top, middle and ring fingers in bottom loop; opens and closes scissors while pushing them forward). Use the Individual Student Observations sheet, GBLM-1, to record your results.
- Observe students’ ability to place the apples in the correct order from smallest to largest. Use the Rubric sheet, GBLM-2, to record your observations.

Suggested achievement levels:

- Level 1 – requires assistance to order objects from smallest to largest
- Level 2 – can order objects from smallest to largest with limited assistance (several minor errors)
- Level 3 – independently orders objects from smallest to largest with few errors
- Level 4 – independently orders objects from smallest to largest with no errors
Apples in a Row

Name: _____________________________________________________________________________
LESSON 8  SORTING APPLES

FOCUS
Students will sort a collection of apples, using attributes chosen by themselves and the teacher.

MATERIALS
- three Hula-Hoops (or long pieces of string)
- basket of apples with different attributes (e.g., colours such as red, green, and yellow; size; markings; leaves; stems)
- chart paper
- felt markers
- Look How We Sorted Our Apples activity sheet (BLM 2.8.1)
- crayons
- pencil

PREPARATION
- Photocopy the activity sheet Look How We Sorted Our Apples (one copy per student).
- Bring a variety of apples to the classroom.

TEACHING THE LESSON
1. Have the students sit in a large circle. Place the three Hula-Hoops (or pieces of cut string, joined at the ends to make a hoop) in the middle of the circle. Tell the students that you have a large basket of apples. You are going to sort these apples. The students are going to become detectives and find out by what rule (or how) you are sorting the apples.

Sort the apples by colour. Place all the red apples in one hoop, the green apples in the second hoop, and the yellow apples in the third hoop. Ask:
- How did I sort the apples?
- How many red apples do I have?
- How many green apples do I have?
- How many yellow apples do I have?

2. Sort the apples using a new sorting rule. Tell students to look very closely to determine your sorting rule. Using two Hula-Hoops, place all the apples with stems in one Hula-Hoop, and all the apples without a stem in the other Hula-Hoop. Ask the students:
- How did I sort my apples?
- How many apples have a stem? (As a class, count the apples. Touch each apple as you and the students count.)
- How many apples do not have a stem? (Count the apples together, touching each apple as you count.)

3. On chart paper, print the title, “Look How We Can Sort Apples.” Read the title together as a class, pointing to each word as it is read. Ask:
- How have we sorted the apples?

Under the title, print the ways you have sorted the apples (by colour, stem/no stem). Ask the students:
- How else can we sort the apples?

Record the students’ suggestions on the chart paper. Record a picture clue beside each suggestion to assist the students in recalling the rule. For example, beside the rule “by colour” draw a picture of three apples – one red, one green, and one yellow.

Select one or more of the sorting rules suggested by the students, and have the students sort the apples according to the rules. You may wish to give each student one apple and ask him/her to place the apple in the correct Hula-Hoop.

**FOLLOW-UP STUDENT ACTIVITY**

1. Place the basket of apples on a table.
2. Distribute a copy of the activity sheet Look How We Sorted Our Apples (BLM 2.8.1) to each student.
3. With a partner or in a small group, have the students decide how they would like to sort their apples.
4. Have the student pairs/groups sort the apples and record how they sorted the apples on the activity sheet.
5. Have students repeat steps 3 and 4.

**EXTENDING THE IDEA**

- Challenge the students to sort the apples using two attributes (e.g., red apples with stems/red apples with no stems).
- Divide the class into pairs of students. Provide each pair with a small handful of apple construction-paper cutouts. Have one partner sort the apples, using one attribute. Have the other partner guess the sorting rule. Students can then switch roles.
- Have the students make patterns, using the attributes of apples (e.g., red apple, green apple, green apple, red apple, green apple, green apple).
- Provide various manipulatives in the classroom for the students to sort (e.g., linking cubes, buttons, coloured teddy bears).
**Student Assessment**

- Observe students as they sort the apples. Assess whether they can do the following:
  - sort objects according to a given attribute
  - sort objects according to an attribute they have chosen themselves
  - describe their sorting rule

Use the Individual Anecdotal Record sheet, GBLM-4, to record your observations.
Look How We Sorted Our Apples

Name: ___________________________________________________________________________________________________________

Sort 1

Sort 2
LESSON 9  AAB PUMPKIN/GHOST PATTERNING

FOCUS
The students will identify, reproduce, extend, and create AAB patterns, using pumpkins and ghosts.

MATERIALS
- Pumpkin and Ghost Cutouts (BLM 2.9.1)
- construction paper (orange, white)
- scissors
- pre-cut foam Halloween shapes (purchase at a local craft store – shapes come in a large tub)
- glue
- pencil
- Whooo Is on the Gate? activity sheet (BLM 2.9.2)

PREPARATION
- Photocopy the Pumpkin and Ghost Cutouts. Cut out the pumpkin and the ghost, and trace onto construction paper. Make eight orange pumpkins and four white ghosts.
- Photocopy the activity sheet Whooo Is on the Gate? (one copy per student).

TEACHING THE LESSON
1. Have the students sit in a large circle. As they watch you closely, place one orange pumpkin in front of you. Place another orange pumpkin beside the first pumpkin. Then, place a white ghost beside the second pumpkin (see below).

Repeat the pattern one more time – place two orange pumpkins and one white ghost in a straight line (see below).
Say to the students:
- Let us see what I have in my pattern, so far.

Point to each shape as the students recite the pattern together. Ask the students:
- What shape will come next in my pattern? (Answer: pumpkin)

Select a student to add a pumpkin to the pattern. Then, ask:
- What shape will come next in my pattern? (Answer: pumpkin)

Select another student to add a pumpkin to the pattern. Once again, review the pattern together as a class. Say:
- Let us see what we have so far. Say the shapes with me, “pumpkin, pumpkin, ghost, pumpkin, pumpkin, ghost, pumpkin, pumpkin.”
- What shape will come next? (Answer: ghost)

2. Continue this process until all 12 cutouts have been placed in a straight line in the middle of the circle. Then, as a class, review the pattern aloud one more time.

**Follow-up Student Activity**

1. Distribute a copy of the activity sheet Whooo Is on the Gate? (BLM 2.9.2) to each student.

2. Have each student select two different Halloween foam shapes for their pattern.

3. Explain to the students that they are to glue the shapes on the fence, following the same pattern (AAB) used when making the pumpkin and ghost pattern.

4. Demonstrate how to glue the shapes on the fence, following the AAB pattern.

**Extending the Idea**

- Use different Halloween shapes to make a variety of AAB patterns.
- Have the students use Halloween stickers to make various AAB patterns.

**Student Assessment**

- Observe students’ ability to create and extend an AAB pattern. Use the Rubric sheet, GBLM-2, to record your observations.

Suggested achievement levels:
- Level 1 – completes and extends an AAB pattern with assistance
- Level 2 – completes and extends an AAB pattern with limited assistance (several minor errors)
- Level 3 – independently completes and extends an AAB pattern with few errors
- Level 4 – independently completes and extends an AAB pattern with no errors
Pumpkin and Ghost Cutouts
Whooo Is on the Gate?

Name: ____________________________________________________________________

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LESSON 10  ESTIMATING THE CIRCUMFERENCE

FOCUS
Students will estimate the circumference of a pumpkin by cutting a piece of string they think will go around the pumpkin. The estimates will be compared to the actual circumference, using words such as too long, too short, and just right.

MATERIALS
- string or yarn
- scissors
- large pumpkin
- three pieces of chart paper
- Measuring the Circumference of Our Pumpkin activity sheet (BLM 2.10.1)
- felt markers
- masking tape or Scotch tape
- sentence strip, with the word circumference printed on it

PREPARATION
- Locate a large pumpkin, and bring it to the classroom.
- Print “Too Long” on the top of one piece of chart paper, “Too Short” on the second piece, and “Just Right” on the third.
- Hang the three pieces of chart paper on the chalkboard or a bulletin board.
- Photocopy the activity sheet Measuring the Circumference of Our Pumpkin (one copy per student).

TEACHING THE LESSON
1. Have the students sit in a circle. Place the pumpkin in the middle of the circle. Tell the students that you are going to pass around a ball of string. When they get the ball of string, they are to take as much string as they think they will need to wrap once around the middle of the pumpkin.

   Pass the ball of string around the circle. Have each student indicate how much string he/she wants. Cut the string for each student, and pass the ball along.
2. After every student has a piece of string, use the string to measure the actual circumference of the pumpkin. Explain to the students that when you measure around an object, you are measuring the “circumference” of the object. Have the students say the word circumference aloud. Cut the string, and hold it up for all the students to see. Say:

- This string is the exact circumference of this pumpkin.

Ask the students:
- Do you think your string is too long?
- Do you think your string is too short?
- Do you think your string is just right?

Explain to the students that they will be using their string to measure the actual circumference of the pumpkin to find out if their estimate was too long, too short, or just right.

Select the first student to wrap his/her string around the circumference of the pumpkin. Ask the student:
- Is your piece of string too long, too short, or just right?

3. Have the student tape his/her string on the piece of chart paper with the appropriate heading, and write the student’s name beside the string.

Repeat this process with every student. When all of the pieces of string have been sorted under the appropriate headings, ask:
- How many estimates were too long?
- How many estimates were too short?
- How many estimates were just right?

**Follow-up Student Activity**

1. Distribute a copy of the activity sheet Measuring the Circumference of Our Pumpkin (BLM 2.10.1) to each student, and return the string to each student.

2. Have the students trace the dotted letters, “circumference,” on the activity sheet.

3. Have the students tape their piece of string to their activity sheet and answer the questions.

4. Have students determine if their guess was too long, too short, or just right and circle the appropriate phrase (too long, too short, or just right).

**Extending the Idea**

- Have the students measure the length of their string, using a nonstandard measurement (e.g., linking cubes).

**Student Assessment**

- Observe each student’s ability to determine if his/her string was too long, too short, or just right. Use the Individual Student Observations sheet, GBLM-1, to record your results.
Measuring the Circumference of Our Pumpkin

circumference

I thought the circumference of our pumpkin was this long (attach string here).

My guess was (circle one): too long  too short  just right
FOCUS
Students will use the poem, 10 Little Pumpkins, to practise counting forwards and backwards from 1 to 10.

MATERIALS
- poem titled “10 Little Pumpkins” (page 95)
- Letter to Parents/Guardians (BLM 2.11.1)
- chart paper
- felt markers
- Pumpkin Cutout (BLM 2.11.2)
- scissors
- construction paper (orange)
- pumpkin-shaped foam pieces
- Popsicle sticks
- glue
- Ziploc sandwich bags

PREPARATION
- Photocopy the Pumpkin Cutout. Cut out the pumpkin, and use it to trace 10 pumpkins on orange construction paper. Cut out the pumpkins, and label them 1 through 10.
- Print the poem, “10 Little Pumpkins,” on chart paper.
- Photocopy the poem and Letter to Parents/Guardians (one copy of each per student).
- Purchase pumpkin foam shapes from a local craft store (they can usually be purchased in large tubs). These are for making pumpkin puppets.
- Have a volunteer helper create a “Pumpkin Puppet” kit for each student. Each kit will include: a Ziploc bag, 10 foam pumpkin shapes labelled from 1 to 10, and 10 Popsicle sticks.

TEACHING THE LESSON
1. Have the students sit together where they can see the chart paper with the poem written on it. Tell them that they are going to learn a new poem about pumpkins. Have them listen carefully as you read the poem. Point to the words on the chart paper as you say them.
Have the students read the poem with you as you read it a second time. Point to each word as you read it. Read the poem a third time, and select a student to tap out the words as you and the students recite the poem together.

2. Randomly distribute the pumpkins labelled from 1 to 10 to 10 students. Tell the students that you will be doing this activity a few times, so everyone will eventually get a chance to hold a pumpkin. Ask the students who have a pumpkin to come to the front of the classroom and arrange themselves in order from 1 to 10, based on the number written on the pumpkin.

Explain to the students at the front of the classroom that you are going to read the poem again. This time, when they hear the number that is written on their pumpkin, they are to lift their pumpkin high above their head. Read the poem together as a class.

3. Have each student with a pumpkin give the pumpkin to someone in the class who does not have one. Have the next set of students come to the front of the classroom. However, this time, ask the students to arrange themselves from 10 to 1 (instead of 1 to 10).

Tell students that instead of counting from 1 to 10, they are going to change the words in the poem and count backwards from 10 to 1. Recite the poem together, counting backwards as follows:

Ten little, nine little, eight little pumpkins
Seven little, six little, five little pumpkins
Four little, three little, two little pumpkins
One little pumpkin in the pumpkin patch.

Have the students hold their pumpkin up above their head when they hear their number in the poem.

If necessary, have the students exchange the pumpkin cutouts to make sure everyone has had an opportunity to come to the front of the room.

**FOLLOW-UP STUDENT ACTIVITY**

1. Distribute one Pumpkin Puppet kit to each student.
2. Have the students remove the Popsicle sticks and foam pumpkins from the bag.
3. Show them how to make puppets by gluing a Popsicle stick to the backside of the foam pumpkin.
4. When the puppets are dry, have students place them back in their Ziploc bag.
5. Explain to the students that inside their bag, they will also find a letter to parents and a copy of the poem. They can use the puppet to practise the new poem with members of their family.
EXTENDING THE IDEA

- Have the students circle the number words in the poem and print the numeral beside each number word.

- Make a set of memory cards. On separate index cards, print the numbers from 1 to 10 and the number words from “one” to “ten.” Leave sets of memory cards at the Math Centre for the students to use.

STUDENT ASSESSMENT

- Observe the students as they recite the poem. Assess whether or not they join in and say the words together with the class. Use the Individual Anecdotal Record sheet, GBLM-4, to record your results.
Dear Parents/Guardians,

Today we worked on counting forwards from 1 to 10 and backwards from 10 to 1. We used the poem, “10 Little Pumpkins,” to help. Your son/daughter has brought home a set of pumpkin puppets labelled from 1 to 10.

I encourage you to use these puppets to help your child learn to count from 1 to 10 and from 10 to 1. Have fun reciting the poem with your child and arranging the pumpkin puppets in order from 1 to 10 and from 10 to 1. Store the puppets in a safe place, and take them out from time to time to review the numbers with your child.

Thank you!
Pumpkin Cutout
LESSON 12  COUNTING PUMPKIN SEEDS

FOCUS
Students will place the correct number of pumpkin seeds on a pumpkin with a numeral (between 0 and 10) written on it.

MATERIALS
- Pumpkin Cutout (Lesson 11, BLM 2.11.2, page 47)
- scissors
- construction paper (orange)
- dried pumpkin seeds (approx. 60)
- glue
- Smile and Say Cheese activity sheet (three pages) (BLM 2.12.1)
- black felt marker
- pencil

PREPARATION
- Photocopy the Pumpkin Cutout. Cut out the pumpkin, and trace 11 pumpkins on orange construction paper. Cut out the pumpkins and label them from 0 to 10.
- Dry approximately 60 pumpkin seeds (you will need 55 for the activity), and place them in a sealed plastic container or Ziploc bag.

TEACHING THE LESSON
1. Have the students sit in a large circle. In the middle of the circle, spread out the 11 pumpkins in random order. Explain to the students that you would like to put these pumpkins in order from 0 to 10. Ask:
   - Who can find the pumpkin with the number zero?
   Select a student to identify the pumpkin. Place the pumpkin at the start of the line. Ask the students:
   - What number comes after zero?
   Select a student to place the pumpkin labelled “1” next to the pumpkin labelled “0.”
   Continue this process until the pumpkins have been placed in order from 0 to 10. Review the order by pointing to each number and having the students identify each number aloud.
2. Keep the cutouts in order from 0 to 10. Show the students the pumpkin seeds that you have dried from a real pumpkin. As a class, students are going to match the number of pumpkin seeds to the number written on each pumpkin cutout. Ask the students:
• How many seeds should we place on the first pumpkin? (Answer: 0)
• How many seeds should we place on the next pumpkin? (Answer: 1)
Select a student to take one pumpkin seed from the container and place it on the pumpkin labelled “1.” Continue this process for each of the labelled pumpkin cutouts. Each time a student places the seeds on the corresponding pumpkin cutout, have him/her count the seeds aloud to encourage one-to-one correspondence.

**Follow-up Student Activity**

1. Distribute a copy of the activity sheet Smile and Say Cheese (BLM 2.12.1) to each student.
2. Have the students cut out the numbers 0–10 on the third page of the activity sheet.
3. Have the students count the number of teeth on each jack-o-lantern and glue the corresponding number on the line below the pumpkin.

**Extending the Idea**

• Have the students count the number of pumpkin seeds in a pumpkin. Have them put the seeds in groups of 10.
• Place a collection of seeds in a Ziploc bag. Have the students estimate how many seeds are in the bag. Record the estimates on chart paper. Count the seeds to determine which estimate is closest to the actual number.

**Student Assessment**

• Observe the students as they cut out the numbers on the activity sheet. Assess their ability to use scissors accurately (e.g., thumb stays on top, middle and ring fingers in bottom loop; opens and closes scissors while pushing them forward). Use the Individual Student Observations sheet, GBLM-1, to record your results.
• Observe students’ ability to identify the numbers 0 through 10 and correctly match each number with the corresponding number of teeth on the jack-o-lantern (one-to-one correspondence). Use the Rubric sheet, GBLM-2, to record your observations.

Suggested achievement levels:
Level 1 – requires assistance to recognize and count objects from 0 to 10
Level 2 – can recognize and count objects from 0 to 10 with limited assistance (several minor errors)
Level 3 – independently recognizes and counts objects from 0 to 10 with few errors
Level 4 – independently recognizes and counts objects from 0 to 10 with no errors
Smile and Say Cheese
FOCUS
Students will make a concrete-object graph to vote for their favourite jack-o-lantern design. Once the graph is constructed, the data will be compared, using words such as *fewer, greater,* and *the same.*

MATERIALS
- graphing mat
- Eyes, Nose, and Mouth Cutouts (BLM 2.13.1)
- scissors
- Voting for Jack-O-Lantern activity sheet (BLM 2.13.2)
- large pumpkin
- black felt marker
- small envelopes (one per student)
- pumpkin carving tool (to be used by an adult only)

PREPARATION
- Photocopy the Eyes, Nose, and Mouth Cutouts (two copies per student).
- Photocopy the activity sheet Voting for Jack-O-Lantern (one copy per student).

TEACHING THE LESSON

PART 1
1. Have the students sit in a large circle. Explain that you are going to carve the class pumpkin. Before you begin, though, you need suggestions on the face design. You have to come up with three different pairs of eyes, noses, and mouths, but you cannot decide which of each to use. You want the students to vote, as a class, for their favourite pair of eyes, nose, and mouth. The eyes, nose, and mouth that most students like the best will become the design for the new pumpkin. Ask the students:
   - What does it mean to have a vote?
2. Hold up the pairs of eyes, noses, and mouths for the students to see. Ask:
   - How many different pairs of eyes do we have?
   - How many different noses do we have?
   - How many different mouths do we have?
3. Tell the students that they have to pick the pair of eyes, nose, and mouth designs they like the best. Once they have decided which they like the best, they will cut them out. To each student, distribute one copy of the cutouts (BLM 2.13.1), a pair of scissors, and one envelope. Have the students cut out their favourite nose, mouth, and pair of eyes, and place their choices in the envelope (so that the pieces do not get lost).

**PART 2**

1. Spread out the graphing mat in the middle of the carpet or circle area. Have the students sit around the graphing mat and place their envelope on the floor in front of them. Start with the eyes category. At the bottom of the graphing mat, place the three eye options in the first, second, and third columns, as shown below.

```
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
```

Have the students look closely at the eyes placed in the three columns at the bottom of the graph. Select one student to remove the cutout of his/her favourite pair of eyes from the envelope and place the eyes in the appropriate column. Remind the students that when they place an item on a graph, always start at the bottom and work up.

Have the next student place the cutout of his/her favourite pair of eyes in the appropriate column. Continue around the circle until all the students have placed the cutout of their favourite eyes on the graphing mat. Ask the students questions about the graph, such as:

- Which pair of eyes do the greatest number of students like the best?
- Which pair of eyes do the fewest number of students like?
- Are any of the pairs of eyes liked by the same number of students?

Point to a specific pair of eyes, and ask:

- How many students like this pair of eyes?

2. After the favourite pair of eyes has been determined, use the black marker to draw the eyes on the classroom pumpkin.

3. Repeat this voting procedure to determine the favourite nose and mouth of the students. Return the face parts to the students.

4. Once the face has been drawn on the classroom pumpkin, use a pumpkin carving tool to carefully carve the classroom design.
FOLLOW-UP STUDENT ACTIVITY

1. Distribute a copy of the activity sheet Voting for Jack-O-Lantern (BLM 2.13.2) to each student, as well as a copy of Eyes, Nose, and Mouth Cutouts (BLM 2.13.1).

2. On the first pumpkin outline, have the students glue on their favourite pair of eyes, nose, and mouth.

3. On the second pumpkin outline, have the students cut out and glue on the class’s favourite eyes, nose, and mouth.

EXTENDING THE IDEA

- Ask students higher-level thinking questions about the graph. For example, ask:
  - How many more students like [pair of eyes] than this [pair of eyes]?

- Discuss the importance of safety when carving jack-o-lanterns (e.g., proper tools, adult supervision, only adults use knife).

STUDENT ASSESSMENT

- Observe the students’ ability to place their cutouts in the correct column on the graphing mat. Use the Individual Student Observations sheet, GBLM-1, to record your observations.
Eyes, Nose, and Mouth Cutouts
Voting for Jack-O-Lantern

My Vote

The Class Vote
LESSON 14 WEIGHING PUMPKINS

FOCUS
Students will use nonstandard (linking cubes) and standard (balance scale) measuring devices to compare the masses of three pumpkins. The words heavier and lighter will be used to compare the pumpkins.

MATERIALS
- three pumpkins (varying size and mass)
- balance scale
- linking cubes
- felt markers
- chart paper
- Weighing Pumpkins activity sheet (BLM 2.14.1)
- three labels or pieces of masking tape
- sentence strips
- pencils

PREPARATION
- Photocopy the activity sheet Weighing Pumpkins (one copy per student).
- Find three pie pumpkins of varying mass (to weigh and compare in the classroom).
- Print the numbers 1, 2, and 3 on three separate labels or pieces of masking tape.

TEACHING THE LESSON

PART 1
1. Have the students sit in a large circle. Place the balance scale in the centre of the circle, either on the floor or on a low table. Ask:
   - Who remembers what this special instrument is called?
   - For what purpose do we use a balance scale?
   - We used a balance scale in class before. What were we measuring?
     (Answer: apples)

Review how the balance scale works. Also, review how to “zero” the scale before measuring the mass of the pumpkins. Ask:
- What do you think it means if I place two objects on the scale and the scale does not tilt to the right or to the left but stays right in the middle?
2. Tell the students that you are going to use the balance scale to check the masses of the three pumpkins. Place two pumpkins on the scale, and have students observe what happens. Ask:
- Which pumpkin is heavier?
- Which pumpkin is lighter?
- How do you know which is lighter and which is heavier?
Remove one pumpkin from the scale, and place the third pumpkin in its place. Observe what happens. Ask:
- Which pumpkin is heavier?
- Which pumpkin is lighter?
- How do you know which is lighter and which is heavier?
Ask the students:
- Do you think we can find out which of these three pumpkins is the heaviest?
- How can we find out?
Experiment with the three pumpkins, testing them on the balance scale to determine the heaviest pumpkin, the second heaviest pumpkin, and the lightest pumpkin.

**Part 2**

1. Place the balance scale in the centre of the circle, either on the floor or on a low table. Label the pumpkins 1, 2, and 3. Hold up the pumpkin labelled “1” and one linking cube. Ask the students:
- How many cubes must I put on the other side of the scale to balance the scale?
Have the students share their estimates, and record the estimates on chart paper (you may wish to put the student’s name beside his/her estimate). Slowly, place the linking cubes onto the scale, encouraging the students to count them as you go. Once the scale is balanced, ask the students:
- How many cubes did it take to balance pumpkin #1?
2. Check the estimates recorded on the chart paper. Ask:
- Did anyone guess the correct number of cubes?
- Which guesses were closest?
On a sentence strip, print the following:
We needed _______ cubes to balance pumpkin #1.
3. Repeat this procedure with the remaining two pumpkins. Have the students estimate the number of cubes required to balance the scale, record their estimates, and review the estimate.
Once you have measured all three pumpkins, read aloud the sentence strips.
Follow-up Student Activity

1. Distribute a copy of Weighing Pumpkins (BLM 2.14.1) to each student.

2. Set up a table with the three pumpkins and some pencils, and tell students they are going to weigh two of the pumpkins.

3. Have the students estimate (guess) how many linking cubes they think they will need to use to balance the scale. They can enter that amount in the space provided on the activity sheet. Students will record the estimate on their own, or with the help of a parent-volunteer.

4. Select a student to slowly place linking cubes on the balance scale. As the student does this, have the remaining students count aloud.

5. When the scale is balanced, have the students record the actual number of cubes needed (independently, or with the help of a parent-volunteer) on their activity sheets.

6. Select a different student, and repeat the activity with the second pumpkin.

Extending the Idea

- Have the students compare the mass of various harvest vegetables (e.g., squash, turnip).
- As a class, look at a variety of different scales that could be used to determine the mass of an object.
- Discuss the use of scales in everyday life (e.g., bathroom scale, scale at the grocery store, an infant or pet scale).

Student Assessment

- In an interview or conference setting, have each student demonstrate how to find the mass of a pumpkin, using a balance scale and linking cubes. Have the student estimate how many cubes are needed to balance the scale and then check the estimate. Consider the following criteria:
  - makes a reasonable estimate
  - demonstrates understanding of one-to-one correspondence
  - counts the estimate and the actual number
  - compares the estimate and the actual number

Include these criteria on the Rubric sheet, GBLM-2, and record your results.
Weighing Pumpkins

Pumpkin #1
I think we need _________ cubes to balance the scale.
We needed _________ cubes to balance the scale.

Pumpkin #2
I think we need _________ cubes to balance the scale.
We needed _________ cubes to balance the scale.
FOCUS
Students will order a set of pumpkins according to size (e.g., largest to smallest).

MATERIALS
- five pumpkins (varying sizes)
- scissors
- Pumpkins on the Gate activity sheet (two pages) (BLM 2.15.1)
- glue

PREPARATION
- Collect five pumpkins of varying size, and bring them to class.
- Photocopy the activity sheet Pumpkins on the Gate (one copy of each page per student).

TEACHING THE LESSON
1. Have the students sit in a large circle. Place the pumpkins in the middle of the circle. Ask the students:
   - What can you tell me about these pumpkins? (Some possible answers: different sizes, different colours)
Tell the students that you want them to focus on the sizes of the pumpkins. As a class, you want them to work together to put the pumpkins in order from largest to smallest. Ask:
   - Who can point to the largest pumpkin?
Select a student to identify the largest pumpkin. Ask:
   - Does everyone agree with [name of student]’s choice?
If so, separate the largest pumpkin from the others. This will be the first pumpkin in the line. If not everyone agrees, have the students identify and agree upon the largest pumpkin, and place it at the beginning of the line. Then, ask:
   - If we are putting our pumpkins in order from largest to smallest, which pumpkin will come next in line?
Select a student to identify the next largest pumpkin. Ask:
   - Does everyone agree with [name of student]’s choice?
If so, place the pumpkin in line behind the largest pumpkin. If not everyone agrees, have the students identify and agree upon the pumpkin that should be next in line.

2. Follow this procedure until all the pumpkins have been placed in order from largest to smallest.

**Follow-up Student Activity**

1. Distribute a copy of the activity sheet Pumpkins on the Gate (BLM 2.15.1) to each student.
2. Have the students cut out the pumpkins on the second page of their activity sheet and glue them on the gate, in order from largest to smallest.

**Extending the Idea**

- Provide other opportunities for students to order objects in the classroom from largest to smallest and smallest to largest.
- Investigate other ways to compare pumpkins (e.g., lightest to heaviest, comparing circumference, shortest to tallest).

**Student Assessment**

- Observe the students as they cut out their pumpkins. Assess their ability to use scissors accurately (e.g., thumb stays on top, middle and ring fingers in bottom loop; opens and closes scissors while pushing them forward). Use the Individual Student Observations sheet, GBLM-1, to record your results.
- Observe students’ ability to place the pumpkins in the correct order from largest to smallest. Use the Rubric sheet, GBLM-2, to record your observations.

  Suggested achievement levels:
  Level 1 – requires assistance to order objects from largest to smallest
  Level 2 – can order objects from largest to smallest with limited assistance (several minor errors)
  Level 3 – independently orders objects from largest to smallest with few errors
  Level 4 – independently orders objects from largest to smallest with no errors

Students may wish to colour the pumpkins before they cut them out.
Pumpkins on the Gate
Focus
Students will sort a collection of pumpkins, using attributes chosen by themselves and the teacher.

Materials
- three Hula-Hoops (or long pieces of string)
- collection of pumpkins with different attributes (e.g., size, stem/no stem, colour)
- chart paper
- felt markers
- Look How We Sorted Our Pumpkins activity sheet (BLM 2.16.1)
- crayons

Preparation
- Photocopy the activity sheet Look How We Sorted Our Pumpkins (one copy per student).
- Gather together several pumpkins with different attributes.

Teaching the Lesson
1. Have the students sit in a large circle. Place three Hula-Hoops (or pieces of cut string joined together at the ends to make a hoop) and the collection of pumpkins in the middle of the circle. Tell the students that you are going to sort the pumpkins into three piles. It is the job of the students to be detectives and find out what rule you used (or how) to sort the pumpkins.

Sort the pumpkins by size. Place the small pumpkins in one hoop, the medium-sized pumpkins in the second hoop, and the large pumpkins in the third hoop. Ask the students:
- How did I sort the pumpkins?

Point to the Hula-Hoop with the small pumpkins, and ask:
- How would you describe the size of the pumpkins in this Hula-Hoop?
- How many small pumpkins do we have?

Point to the Hula-Hoop with the large pumpkins, and ask:
- How would you describe the size of the pumpkins in this Hula-Hoop?
- How many large pumpkins do we have?
Point to the Hula-Hoop with the medium-sized pumpkins, and ask:

- How would you describe the size of the pumpkins in this Hula-Hoop?
- How many medium-sized pumpkins do we have?
- Are there a greater number of small pumpkins or large pumpkins?
- Are there a greater number of medium-sized pumpkins or small pumpkins?

2. Tell the students that you are going to use a new sorting rule to sort the pumpkins. Using two hoops, place all the pumpkins with a stem in one hoop, and all the pumpkins without a stem in the other hoop. Have students look very closely to determine your new sorting rule. Ask:

- How did I sort my pumpkins?
- How many pumpkins have a stem?

Count the pumpkins together, touching each pumpkin as you count. Then, ask the students:

- How many pumpkins do not have a stem?

Count the pumpkins together, touching each pumpkin as you count. Now, ask the students:

- Does anyone know the special name for the pumpkin stem?

Introduce the word *peduncle* to the students. Explain to students that it is very important to never pick a pumpkin up by the peduncle, because the peduncle can break off and the pumpkin will fall to the ground and could break.

3. On the chart paper, print the title, “Look How We Can Sort Our Pumpkins.” Read the title together as a class, pointing to each word as it is read. Ask the students:

- How have we sorted our pumpkins so far? (Answer: by size, stem/no stem)

Under the title, print the ways you have sorted the pumpkins. Now, ask the students:

- How else could we sort the pumpkins?

Record the students’ suggestions on chart paper. Record a picture clue beside each suggestion to assist the students in recalling the rule. For example, beside the rule “size,” draw a picture of a small, medium, and large pumpkin.

Select one or more of the sorting rules suggested by the students, and have the students sort the pumpkins according to the different attributes.
**Follow-up Student Activity**

1. Distribute a copy of the activity sheet Look How We Sorted Our Pumpkins (BLM 2.16.1) to each student.

2. Ask the students to use crayons to illustrate, on their activity sheet, one way the pumpkins were sorted during the lesson (e.g., by size, stem/no stem).

3. Once the students have drawn their picture, have them tell you the sorting rule they illustrated.

4. The teacher or parent-volunteer can record the sorting rule on the line provided. (Students who have knowledge of letter sounds may record their own sorting rule, using inventive spelling, in the space provided.)

**Extending the Idea**

- Challenge the students to sort the pumpkins, using two attributes (e.g., small pumpkins with stems/small pumpkins without stems).
- Discuss the different ways grocery stores and farmers’ markets sort pumpkins (e.g., by size, price, mass, colour).
- Provide various manipulatives in the classroom for the students to sort (e.g., linking cubes, buttons, coloured teddy bears).

**Student Assessment**

- Observe students as they sort the pumpkins. Assess whether they can do the following:
  - sort objects according to an attribute they have chosen themselves
  - describe their sorting rule

Use the Individual Anecdotal Record sheet, GBLM-4, to record your observations.
Look How We Sorted Our Pumpkins

Name: ________________________________________________________________

Sorting rule: __________________________________________________________

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Ten Shiny Apples
(sung to: The Angel Band)

There was one
There were two
There were three shiny apples.

There were four
There were five
There were six shiny apples.

There were seven
There were eight
There were nine shiny apples.

There were ten shiny apples
in the apple tree.

---

**Home-School Connection**

- Encourage your child to tap the words as you read the poem together.
- Reread the poem. This time, have your child circle all the number words. (Remember: Your child, like most children this age, will need help identifying the number words.)
- Have your child print the number (e.g., 4) beside each of the circled number words. (Optional: You may wish to dot the outline of the number, and have your child trace the dots.)
MATERIALS
- copy of the poem, “Ten Shiny Apples” (page 70)
- chart paper
- felt markers
- plastic cup or container
- pocket chart
- sentence strips
- index cards
- apple pointer (piece of dowel with an apple topper or eraser glued to the top)

DAY 1/LESSON 1

FOCUS
To introduce the students to the poem, “Ten Shiny Apples.”

PREPARATION
- Print the poem on chart paper.
- Display the chart paper where it can be easily seen by all students (e.g., chart stand, chalkboard ledge, bulletin board).
- Photocopy the poem and Home-School Connection on page 70 (one copy per student). Place the sheet in each student’s “Watch Me Read” Duo-tang. Remember to send the Duo-tang home with the students at the end of the week.

ACTIVITY
1. Have the students gather around the chart paper. Ask the students to listen carefully as you read the poem aloud. Read the poem a second time. This time, use the apple pointer to point out the words as you read them. The third time you read the poem, have the students be your “echo.” After you read each line of the poem, have the students repeat the line after you. Finally, read the poem together.

EXTENDING THE IDEA
- Select a student to be the teacher. The student can use the apple pointer to point out the words as you read the poem together as a class.

DAY 2/LESSON 2

FOCUS
To take a closer look at the words in the poem.

PREPARATION
- Place a collection of felt markers in a plastic cup or container.

ACTIVITY
1. Have the students gather around the chart paper. Read the poem together. Explain to the students that they are going to take a closer look at the poem. Ask the students:
With what letter does the word apples begin?
- Who can find the word apples in the poem?

Select a student to circle the word apples in the poem. Ask the students:
- Can anyone else find the word apples somewhere else in the poem?

Select another student to find and circle the word in the poem.
Continue with this process until all the apples in the poem have been circled (five altogether).

2. Have the students read the poem together aloud. Say:
- In this poem there are 10 number words. Who can find one of the number words?

Select a student to find a number word. Give the student the apple pointer, and ask him/her to point to a number word. If the student points to a number word, ask the student:
- What is that number word?

Have the student underline the number word with a marker and print the corresponding number overtop the number word. Repeat this process until all ten number words have been underlined and the corresponding number written on top.

**EXTENDING THE IDEA**
- Ask the students to look for patterns in the poem. For example, every line starts with the word there. The second word in each line starts with the letter w.
- Discuss the sound that the letters s and h make when they are together.
  Circle the “sh” words in the poem. Ask the students if they know other words that start with the sh-sound.

**DAY 3/LESSON 3**

**FOCUS**
To break the words down into sentence strips and sequence the sentences in the correct order.

**PREPARATION**
- Write each line of the poem (including the title) on a separate sentence strip (11 sentence strips in all).
- Place the sentence strips in the pocket chart in the wrong order.

**ACTIVITY**
1. Have the students sit in a large group. Place the pocket chart where it can be easily seen by all the students. Explain to the students that something happened to the poem. When you came into the classroom this morning, something was not right with the poem. Ask the students:
- Can anyone see what is wrong with the poem? (Answer: it is broken up into pieces/the pieces are in the wrong order)
Who can help me put this poem back in the correct order?

What sentence strip goes at the very top of the pocket chart? (Answer: the title)

How do we know which sentence strip has the title on it? (Answer: all the words start with a capital letter)

Select a student to find the sentence strip with the title of the poem and place it at the top of the pocket chart. Point to the words on the sentence strip, and read the title together as a class.

2. Ask the students:
   - How does this poem start? What is the first line in the poem?
   
   Once the students recall the first line, ask:
   - Who can find the first line of the poem?
   - What will be the key word in the first line? (Answer: one)

   Select a student to find the sentence strip. If the student chooses the correct sentence strip, ask:
   - How do you know this is the first line in the poem?
   
   If the student chooses the wrong sentence strip, ask:
   - Why do you think this is the first line in the poem?
   - We are looking for the word one. Can you find the word one?

   If the student has trouble finding the word, ask him/her to choose a friend to help.

   Alternatively, say:
   - The word one is spelled “o-n-e.” Can you find the word “o-n-e”?

3. Continue with this procedure until all the sentence strips have been placed in the correct order.

**DAY 4/LESSON 4**

**FOCUS**

To break the poem down into individual words and have the students locate individual words.

**PREPARATION**

- Place the sentence strips in the correct order in the pocket chart.
- Print each word of the poem on a separate index card.

**ACTIVITY**

1. Have the students sit in a large circle. Place the pocket chart where it can be easily seen by all students. Shuffle the index cards. Distribute one index card to each student. Keep the remaining cards for now. Have the students look carefully at the word printed on their index card. You may wish to ask them to do the following:
   - count the number of letters in their word
   - name the letters in their word
2. Ask the students if they can find a word on the pocket chart that is the same as the word they have on their card. Give the students a few moments to locate the word. Explain that you are going to work your way around the circle. In turn, each student will place his/her word card on top of the same word on a sentence strip. Move around the circle, and have the students match their word card with a word in the poem. When all students have placed their card in the pocket chart, you may wish to distribute the remaining word cards and repeat the same procedure.

**Day 5/Lesson 5**

**Focus**
To break the poem down into individual words and place the words in the correct order.

**Preparation**
- Print each word of the poem on a separate index card.
- By line, place the individual words in random order in the pocket chart.
  
  For example:
  
  Shiny Apples Ten was one There
  There apples shiny two were

**Activity**
1. Have the students sit in a large group. Place the pocket chart where it can be easily seen by all the students. Ask the students to use their detective eyes to find out what is wrong with the poem. Tell them you are going to work together to solve this mystery and put the words in the correct order. Ask:
   - What is the title of the poem?
   - Let us read what the title says right now – “Shiny Apples Ten.” Is this in the correct order?
   - What word do we need first? (Answer: ten)
   - With what sound does the word ten start?
   - With what letter does the word ten start?
   - Who can find the word ten?
   
   Select a student to locate the word ten and place it in the first line of the pocket chart at the far left. Then, ask:
   - What word comes after ten?
   - Who can find the word shiny?
   
   Select a student to place the word shiny beside the word ten. Using the apple pointer, point to each word as the students read the title aloud.

2. Repeat this process, using similar questioning techniques, to place the remaining sentences in the correct order.
Apple Treat

Apples, apples, what a treat,
Sweet and tart and good to eat.
Apples green and apples red,
Hang from branches overhead,
And when they ripen,
Down they drop,
So we can taste our apple crop.

Home-School Connection
- Encourage your child to tap the words as you read the poem together.
- Reread the poem. This time, have your child circle all the rhyming words.
- Challenge your child to come up with five other rhyming word pairs (e.g., *mat*, *sat*; *bed*, *head*).
**MATERIALS**
- copy of the poem, “Apple Treat” (page 75)
- chart paper
- felt markers
- plastic cup or container
- pocket chart
- sentence strips
- index cards
- apple pointer (piece of dowel with an apple pencil topper or eraser glued to the top)

**DAY 1/LESSON 1**

**FOCUS**
To introduce the poem “Apple Treat.”

**PREPARATION**
- Print the poem on chart paper.
- Display the chart paper where it can be easily seen by all students (e.g., chart stand, chalkboard, bulletin board).
- Photocopy the poem and Home-School Connection on page 75 (one copy per student). Place the sheet in each student’s “Watch Me Read” Duo-tang. Remember to send the Duo-tang home with the students at the end of the week.

**ACTIVITY**
1. Have the students gather around the chart paper. Ask the students to listen carefully as you read the poem aloud. Read the poem a second time. This time, use the apple pointer to point out the words as you read them. The third time you read the poem, have the students be your “echo.” After you read each line of the poem, have the students repeat the line after you. Finally, read the poem together.

**EXTENDING THE IDEA**
- Select a student to be the teacher. Have the student use the apple pointer to point out the words as you read the poem together as a class.

**DAY 2/LESSON 2**

**FOCUS**
To take a closer look at the words in the poem.

**PREPARATION**
- Place a collection of markers in a plastic cup or container.
Activity

1. Have the students gather around the chart. Read the poem together. Explain to the students that they are going to be taking a closer look at the poem – specifically, ask them to listen for rhyming words in the poem. When they hear two words that rhyme, they are to raise their hand. Remind students that rhyming words are two words that sound alike, like mat and sat.

As a class, reread the poem. When a student raises his/her hand, ask the student:

- What two rhyming words did you hear? (Answer: treat and eat)
- What letter does the word treat start with?
- Who can find the word treat in the poem?

Select a student to find and use a coloured marker to circle the word treat in the poem. Then, ask the students:

- What word rhymes with treat? (Answer: eat)
- Does anyone know with what letter the word eat starts?
- Who can find the word eat in the poem?

Select another student to find the word eat in the poem. Have the student circle the word, using a different-coloured marker. Ask the students:

- What do you notice about the rhyming words that are circled? (Some possible answers: some of the same letters, both found at the end of a line)

2. Point out that there are more rhyming words in the poem. Continue with the same procedure: read the poem and have the students identify and circle the rhyming words (red, overhead; drop, crop).

3. When all the rhyming words have been identified, reread the poem one last time. Use the pointer to tap out the words.

Extending the Idea

- Ask the students to identify other words that rhyme with treat and eat, red and overhead, and drop and crop. Record the words on chart paper. Have the students identify any patterns they see in the rhyming words (e.g., the last three letters of crop and drop are the same).

Day 3/Lesson 3

Focus

To break the words down into sentence strips and sequence the sentences in the correct order.

Preparation

- Print each line of the poem (including the title) on a separate sentence strip (eight sentence strips in all).
- Place the sentence strips in the pocket chart in the wrong order.
**Activity**

1. Have the students sit in a large group. Place the pocket chart where it can be easily seen by all the students. Explain to the students that something happened to the poem. When you came into the classroom this morning, something was not right. Ask the students:
   - What is wrong with the poem? (Answer: it is broken up into pieces/the pieces are in the wrong order)

2. Ask the students:
   - Who can help me put this poem back in the correct order?
   - What sentence strip goes at the very top of the pocket chart? (Answer: the title)
   - How do we know which sentence strip has the title on it? (Answer: all the words start with a capital letter)

Select a student to find the sentence strip with the title of the poem on it. Have the student place it at the top of the pocket chart. Point to the words on the sentence strip, and read the title together as a class.

3. Ask the students:
   - How does the poem start? What is the first line in the poem?

Once the students recall the first line, ask:
   - Who can find the first line of the poem?
   - What will be the key word in the first line? (Answer: apples)

Select a student to find the sentence strip. If the student chooses the correct sentence strip, ask that student:
   - Why do you think this is the first line of the poem?

If the student chooses the wrong sentence strip, ask that student:
   - Why do you think this is the first line in the poem?
   - We are looking for the word *apples*. Can you find the word?

If the student still has trouble finding the word, have him/her ask a friend to help.

4. Continue with this procedure until all the sentence strips have been placed in the correct order.

**Day 4/Lesson 4**

**Focus**

To break the poem down into individual words and have the students locate individual words.

**Preparation**

- Place the sentence strips in the correct order in the pocket chart.
- Print each word of the poem on a separate index card.
ACTIVITY

1. Have the students sit in a large circle. Place the pocket chart where it can be easily seen by all students. Shuffle the index cards, and distribute one index card to each student. Keep any remaining cards for now. Have the students look carefully at the word printed on their index card. You may wish to ask them to do the following:
   ▪ count the number of letters in their word
   ▪ name the letters in their word

2. Ask the students if they can find a word on the pocket chart that is the same as the word on their index card. Give the students a few moments to locate the word. Explain that you are going to work your way around the circle. In turn, each student will place his/her word card on top of a word (on a sentence strip) that is the same as their word. Move around the circle, having the students match the words. After all the students have placed their card on the pocket chart, distribute the remaining word cards, and repeat the same procedure.

DAY 5/LESSON 5

FOCUS
To break the poem down into individual words and place the words in the correct order.

PREPARATION
- Print each word of the poem on a separate index card.
- By line, place the individual words in random order in the pocket chart. For example:

   Treat Apple
   a Apples what treat apples
   and good eat to sweet tart and

ACTIVITY

1. Have the students sit in a large group. Place the pocket chart where it can be easily seen by all the students. Ask the students to use their detective eyes to find out what is wrong with the poem. Tell the students you are going to work together to solve this mystery and put the words in the correct order. Ask:
   ▪ What is the title of the poem?
   ▪ Let us read what the title says right now – “Treat Apple.” Is this in the correct order?
   ▪ What word do we need first? (Answer: apple)
With what sound does the word *apple* start?
With what letter does the word *apple* start?
Who can find the word *apple* in the poem?

Select a student to locate and place the word *apple* in the first line of the pocket chart at the far left. Then, ask:

- What word comes after *apple*?
- Who can find the word *treat* in the poem?

Have the student place the word *treat* beside the word *apple*. Use the apple pointer to point to each word as the students read the title aloud.

2. Repeat this process, using similar questioning techniques, to place the remaining sentences in the correct order.
Jack O Happy

This is Jack O Happy.
This is Jack O Sad.
Now you see him sleepy.
Now you see him mad.
This is Jack in pieces small.
But in a pie he’s best of all.

HOME-SCHOOL CONNECTION

- Encourage your child to tap the words as you read the poem together.
- Reread the poem. This time, have your child circle the following words: *happy, sad, sleepy, mad*.
- Have your child draw four pumpkins on the back of this sheet.
- On each pumpkin, have your child draw a different face. Each pumpkin face should resemble one of the four emotion words in the poem (*happy, sad, sleepy, mad*).
- Optional: Have your child cut out the pumpkin faces, glue them onto Popsicle sticks, and use them as puppets as he/she recites the poem.
MATERIALS

- copy of the poem, “Jack O Happy” (page 81)
- chart paper
- felt markers
- plastic cup or container
- pocket chart
- sentence strips
- index cards
- Pumpkin Cutout (Lesson 11, BLM 2.11.2, page 47)
- scissors
- pumpkin pointer (piece of dowel with pumpkin pencil topper or eraser glued to the top)

DAY 1/LESSON 1

FOCUS
To introduce the students to the poem, “Jack O Happy.”

PREPARATION

- Print the poem on chart paper.
- Display the chart paper where it can be easily seen by all students (e.g., chart stand, chalkboard ledge, bulletin board)
- Photocopy the poem and Home-School Connection on page 81 (one copy per student). Place the sheet in each student’s “Watch Me Read” Duo-tang. Remember to send the Duo-tang home with the students at the end of the week.

ACTIVITY

1. Have the students gather around the chart paper. Ask the students to listen carefully as you read the poem aloud. Read the poem a second time. This time, use the pumpkin pointer to point out the words as you read them. The third time you read the poem, have the students be your “echo.” After you read each line of the poem, have the students repeat the line after you. Finally, read the poem together.

EXTENDING THE IDEA

- Select a student to be the teacher. Have the student use the pumpkin pointer to point out the words as you read the poem together as a class.

DAY 2/LESSON 2

FOCUS
To take a closer look at the words in the poem.

PREPARATION

- Place a collection of markers in a plastic cup or container.
- Make four photocopies of the Pumpkin Cutout (BLM 2.11.2).
Cut out the pumpkins, and draw a pumpkin face for each of the following feelings: happy, sad, sleepy, mad).

**ACTIVITY**

1. Have the students gather around the chart paper. Read the poem together. Explain to the students that they are going to take a closer look at the poem. Tell them that they will need to put on their detective eyes to search out some words in the poem. Ask the students:
   - With what letter does the word *Jack* begin?
   - What sound does the letter *j* make?
   - Can anyone find the word *Jack* in the poem?

Select a student to find Jack. Have the student circle the word *Jack* in the poem. Then, ask:
   - Can anyone else find the word *Jack* somewhere else in the poem?

Select another student to find and circle another *Jack* in the poem.

Continue this process until all four “Jack” words have been circled.

2. Have the students read the poem aloud together. Say:
   - In this poem, there are four words that tell us how Jack the pumpkin is feeling. Who can tell us one of the feeling words? (Answers: happy, sad, sleepy, mad).

When a student has stated one of the feeling words, ask him/her:
   - Can you find [the feeling word] in the poem?

Ask the student to use the pointer to point to the feeling word he/she identified. After the student has correctly identified the word, have that student use a coloured marker to circle the word. Then, have the student choose the appropriate pumpkin face cutout and stick it beside the feeling word.

3. Continue this process until all four feeling words have been identified, circled, and the pumpkin cutouts placed beside them.

**DAY 3/LESSON 3**

**FOCUS**
To break the words down into sentence strips and sequence the sentences in the correct order.

**PREPARATION**
- Print each line of the poem (including the title) on a separate sentence strip (seven sentence strips in all).
- Place the sentence strips in the pocket chart in the wrong order.

**ACTIVITY**
1. Have the students sit in a large group. Place the pocket chart where it can be easily seen by all the students.
Ask the students:
- Who can help me put this poem back in the correct order?
- What sentence strip goes at the very top of our pocket chart? (Answer: the title)
- How do we know which sentence strip has the title? (Answer: all the words start with a capital letter)

Select a student to find the sentence strip with the title of the poem on it. Have the student place the sentence strip at the top of the pocket chart. Point to the words on the sentence strip, and read the title together as a class.

2. Ask the students:
- How does the poem start? What is the first line in the poem?

Once the students recall the first line, ask:
- What feeling word is in the first line of the poem? (Answer: happy)
- With what sound does the word happy start?
- What letter makes the h-sound?
- Who can find the first line in the poem?

Select a student to find the sentence strip. If the student chooses the correct sentence strip, ask that student:
- How do you know this is the first line in the poem?
If the student chooses the wrong sentence strip, ask:
- Why do you think this is the first line of the poem?
- We are looking for a sentence with the word happy. Can you find the word?

If the student has trouble finding the word, he/she can ask a friend to help.

3. Continue with this procedure until all the sentence strips have been placed in the correct order.

**DAY 4/LESSON 4**

**FOCUS**
To break the poem down into individual words and have the students locate individual words.

**PREPARATION**
- Print each word of the poem on a separate index card.
- Place the sentence strips in the correct order in the pocket chart.

**ACTIVITY**
1. Have the students sit in a large circle. Place the pocket chart where it can be easily seen by all students. Shuffle the index cards, and distribute one index card to each student. Keep any remaining cards for now. Have the students look carefully at the word printed on their index card. You may wish to ask them to do the following:
count the number of letters in their word
name the letters in their word

2. Ask the students to find the same word on the pocket chart that is on their card. Give students a few moments to locate the word. Explain to students that they are going to place their word card on top of the matching word in the pocket chart. Move around the circle and, in turn, have the students match the words. After all the students have placed their card in the pocket chart, distribute the remaining word cards and repeat the procedure.

**DAY 5/LESSON 5**

**FOCUS**
To break the poem down into individual words and place the words in the correct order.

**PREPARATION**
- Print each word of the poem on a separate index card.
- By line, place the words in random order in the pocket chart.
  For example:
  
  O Happy Jack
  is this O Jack Happy
  Sad Jack O is This

**ACTIVITY**
1. Have the students sit in a large group. Place the pocket chart where it can be easily seen by all the students. Ask the students to use their detective eyes to find out what is wrong with the poem. Tell them you are going to work together to solve this mystery and put the words in the correct order. Ask:
  - What is the title of the poem?
  Say to the students:
  - Let us read what our title says right now: “O Happy Jack.” Is this in the correct order?
  - What word do we need first?
  - With what sound does the word *Jack* start?
  - With what letter does the word *Jack* start?
  - Who can find the word *Jack*?
  Select a student to locate the word *Jack* in the title. Have the student place the word at the far left on the first line of the pocket chart.
Then, ask:
- What word comes after Jack?
- Who can find the word o?

Have the student place the word o beside the word Jack. Ask the students:
- What word comes after o?

Point to each word as the students read the title aloud.

2. Repeat this process, using similar questioning techniques, to place the remaining sentences in the correct order.
Have You Ever Seen a Pumpkin?
(sung to: Have You Ever Seen a Lassie?)

Have you ever seen a pumpkin, a pumpkin, a pumpkin?
Have you ever seen a pumpkin that grows on a vine?
A round one, a tall one, a bumpy one, a squashed one.
Have you ever seen a pumpkin that grows on a vine?

**Home-School Connection**

- Encourage your child to tap the words as you read the poem together.
- Reread the poem. This time, have your child circle the word *pumpkin* (six times in total, including the title).
- On the back of the poem, have your child print the letter *p*. Talk about the sound that the letter *p* makes. With your child, make a list of words that start with the letter *p*. You can help your child with this task by doing one or more of the following:
  - Have your child print the words.
  - Dot the words for your child, and have him/her join the dots.
  - Print the words for your child.
MATERIALS
- copy of the poem, “Have You Ever Seen a Pumpkin?” (page 87)
- chart paper
- felt markers
- plastic cup or container
- pocket chart
- sentence strips
- index cards
- Pumpkin Shapes Cutouts (BLM WP-2.4.1, page 93)
- scissors
- pumpkin pointer (piece of dowel with a pumpkin pencil topper or eraser glued to the top)

DAY 1/LESSON 1

FOCUS
To introduce the students to the poem, “Have You Ever Seen a Pumpkin?”

PREPARATION
- Print the poem on chart paper.
- Display the chart paper where it can be easily seen by all students (e.g., chart stand, chalkboard ledge, bulletin board).
- Photocopy the poem and Home-School Connection on page 87 (one copy per student). Place the sheet in each student’s “Watch Me Read” Duo-tang. Remember to send the Duo-tang home with the students at the end of the week.

ACTIVITY
1. Have the students gather around the chart paper. Ask the students to listen carefully as you read the poem aloud. Read the poem a second time. This time, use the pumpkin pointer to point out the words as you read them. The third time you read the poem, have the students be your “echo.” After you read each line of the poem, have the students repeat the line after you. Finally, read (or sing) the poem together.

EXTENDING THE IDEA
- Select a student to be the teacher. Have the student use the pumpkin pointer to point out the words as you read (or sing) the poem together as a class.
DAY 2/LESSON 2

FOCUS
To take a closer look at the words in the poem.

PREPARATION
- Place a collection of markers in a plastic cup or container.
- Photocopy the Pumpkin Shapes Cutout (BLM WP-2.4.1), and cut out each pumpkin.

ACTIVITY
1. Have the students gather around the chart paper. Read the poem together. Explain to the students that they are going to take a closer look at the poem. Tell them that they will need to put on their detective eyes to search out some words in the poem. Ask:
   - With what letter does the word pumpkin begin?
   - What sound does the letter p make?
   - Who can find the word pumpkin in the poem?
Select a student to find the word pumpkin. Have the student circle the word with a felt marker. Ask the students:
   - Can anyone else find the word pumpkin somewhere else in the poem?
Select another student to find and circle the word. Continue this process until all of the “pumpkin” words have been circled (six in total).

2. As a class, have the students read the poem aloud. Say:
   - In this poem, there are four words that describe the shape of four different pumpkins. Let us read the poem together, and find the four different-shaped pumpkins.
Read the poem, tapping out the words as you go. Ask:
   - Do you know a word used to describe one of the pumpkins? (Possible answers: round, tall, bumpy, squashed)
Select a student to identify one of the shapes mentioned in the poem. Have the student find the pumpkin cutout that matches the shape that he/she identified. After the student has stated the word and selected the corresponding matching pumpkin, ask that student:
   - Can you find the [identified shape word] in the poem?
Ask the student to use the pointer to point to the shape word he/she identified. Once the word is correctly identified, ask the student to use a felt marker to circle the word. Then, have the student tape the appropriate pumpkin shape cutout on top of the circled word.

3. Continue this process until all four shape words have been identified, circled, and the pumpkin cutouts placed on top of each.
**Day 3/Lesson 3**

**Focus**
To break the words down into sentence strips and sequence the sentences in the correct order.

**Preparation**
- Print each line of the poem (including the title) on a separate sentence strip (seven sentence strips in all).
- Place the sentence strips in the pocket chart in the wrong order.

**Activity**
1. Have the students sit in a large group. Place the pocket chart where all students can easily see it. Ask the students:
   - Who can help me put this poem back in the correct order?
   - What sentence strip goes at the very top of the pocket chart? (Answer: the title)
   - How do we know which sentence strip has the title? (Answer: all the words start with a capital letter)
   Select a student to find the sentence strip with the title and place it at the top of the pocket chart. Then, point to the words on the sentence strip, and read the title together as a class.

2. Ask the students:
   - How does the poem start? What is the first line in the poem?
   Once the students recall the first line, ask:
     - What is the first word in this line?
     - With what sound does the word *have* start?
     - What letter makes the h-sound?
     - Who can find the first line in the poem?
   Select a student to find the sentence strip. If the student chooses the correct sentence strip, ask the student:
     - How do you know this is the first line of the poem?
   If the student chooses the wrong sentence strip, ask the student:
     - Why do you think this is the first line of the poem?
     - We are looking for a sentence with the word *have*. Can you find the word spelled “h-a-v-e”?
   If the student has trouble finding the word, he/she can ask a friend to help.

3. Continue with this procedure until all the sentence strips have been placed in the correct order.
**Day 4/Lesson 4**

**Focus**
To break the poem down into individual words and have the students locate individual words.

**Preparation**
- Place the sentence strips in the correct order in the pocket chart.
- Print each word of the poem on a separate index card.

**Activity**
1. Have the students sit in a large circle. Place the pocket chart where it can be easily seen by all students. Shuffle the index cards, and distribute one index card to each student. Keep the remaining cards for now. Have the students look carefully at the word printed on their index card. You may wish to ask them to do the following:
   - count the number of letters in their word
   - name the letters in their word
2. Ask the students to find a word in the pocket chart that matches the word on the card in their hand. Give the students a few moments to locate the word. Explain that they will be placing their word card on top of a matching word in the pocket chart. Move around the circle and, in turn, have the students match the words. After all the students have placed their card in the pocket chart, distribute the remaining word cards and repeat the procedure.

**Day 5/Lesson 5**

**Focus**
To break the poem down into individual words and place the words in the correct order.

**Preparation**
- Print each word of the poem on a separate index card.
- By line, place the individual words in random order in the pocket chart. For example:
  
  You Seen Pumpkin Have Ever a
  a ever Have pumpkin seen you
  pumpkin a

You may wish to use the word cards from Day 4/Lesson 4, or cut the sentence strips into individual words.

You are only mixing up the words in each sentence. All the words in the first sentence, for example, are placed in the first pocket. However, the words will be in the wrong order.
**Activity**

1. Have the students sit in a large group. Place the pocket chart where it can be easily seen by all the students. Ask the students to use their detective eyes to find out what is wrong with the poem. Tell them you are going to work together to solve this mystery and put the words in the correct order. Ask:
   - What is the title of the poem?
   - Let us read what the title says right now (point to each word using the pumpkin pointer) – “you seen pumpkin have ever a.” Are the words in the correct order?
   - What word do we need first?
   - With what sound does the word have start?
   - With what letter does the word have start?
   - Who can find the word have?

Select a student to locate the word have and place it in the first line of the pocket chart at the far left. Ask the students:
   - What word comes after the word have in the title?
   - Who can find the word you?

Have a student place the word you beside the word have.

Continue this process for the remaining words in the title. As each word is correctly positioned in the pocket chart, use the pumpkin pointer to point to each word and have students read the title aloud.

2. Repeat this process, using similar questioning techniques, to place the remaining sentences in the correct order.
Pumpkin Shapes Cutouts
Additional Poems and Songs

The Apple Tree
Way up high in the apple tree
Five red apples were smiling at me!
I shook that tree as hard as I could,
Down came those apples
M-m-m! They were GOOD!

Have You Ever Seen an Apple?
(sung to: Have You Ever Seen a Lassie?)
Have you ever seen an apple,
an apple, an apple,
Have you ever seen an apple,
that grows on a tree?
A red one, a yellow one,
a green one, a golden one.
Have you ever seen an apple,
that grows on a tree?

Apple
Red and juicy, shiny, sweet,
Apple you’re so good to eat.
Crisp and crunchy, healthy too.
That core is all that’s left of you!

Apple Seed
(sung to: I’m a Little Teapot)
I’m a little apple seed,
peeking through,
Please help me,
I’ll help you.
Dig me a hole,
and hide me away,
and I’ll be an apple tree,
some fine day.

Little Red Apple
A little red apple
Hung high in a tree.
I looked up at it,
And it looked down at me.
“Come down, please,” I called.
And what do you suppose?
That little red apple.
Dropped right on my nose!

Apples, Apples One, Two, Three
Apples, apples, one, two, three
Apples for you,
Apples for me.
Apples big,
Apples small,
Apple trees tiny,
Apple trees tall.
Apples sour,
Apples sweet,
Apples, apples, are nice to eat.

Five Little Pumpkins
Five little pumpkins sitting on a gate.
The first one said,
“Oh, my, it’s getting late.”
The second one said,
“There are witches in the air.”
The third one said, “But I don’t care!”
The fourth one said,
“Let’s run and run and run.”
The fifth one said,
“I’m ready for some fun!”
Woo-ooo! went the wind
And out went the light,
And the five little pumpkins
rolled out of sight.
Two Pumpkin Seeds
One day I found two pumpkin seeds.
I planted one and pulled the weeds.
It sprouted roots and a long green vine.
A pumpkin grew. I called it mine.
My pumpkin was quite round and fat.
I really am quite proud of that.
But there is something I’ll admit
That has me worried just a bit.
I ate the other seed, you see.
Now will it grow inside of me?

10 Little Pumpkins
One little, two little, three little pumpkins,
Four little, five little, six little pumpkins,
Seven little, eight little, nine little
pumpkins,
Ten little pumpkins in the pumpkin patch.

Mr. Pumpkin
(sung to: Where Is Thumbkin?)
Mr. Pumpkin, Mr. Pumpkin,
Eyes so round, eyes so round
Hallowe’en is coming,
Hallowe’en is coming,
To my town, to my town.

Pumpkin Song
(sung to: I’m a Little Teapot)
I’m a little pumpkin, orange and round
Here is my stem and there is the ground,
When I get all cut up, don’t you shout,
Just open me up and scoop me out!
LESSON 1  LIFE CYCLE OF AN APPLE TREE

FOCUS
The students will learn about the life cycle of an apple tree through the four seasons, and students will be able to identify the characteristics of an apple tree during each season.

MATERIALS
- The Seasons of Arnold’s Apple Tree, a book by Gail Gibbons (or The Apple Pie Tree by Zoe Hall)
- chart paper
- coloured felt markers
- An Apple Tree cards, one card for each season of the year (BLM IS-2.1.1)
- The Seasons of an Apple Tree activity sheet (BLM IS-2.1.2)

PREPARATION
- Locate a copy of the book The Seasons of Arnold’s Apple Tree by Gail Gibbons (or The Apple Pie Tree by Zoe Hall).
- Photocopy the activity sheet The Seasons of an Apple Tree (one copy per student).
- Optional: Photocopy An Apple Tree, colour the four pictures of an apple tree during the seasons, and cut out and label.

TEACHING THE LESSON
1. Read aloud the story, The Seasons of Arnold’s Apple Tree, by Gail Gibbons.
2. Divide a piece of chart paper into four equal sections. Tell the students that the four sections on the chart paper represent the four seasons. Ask:
   - What is the coldest season of the year?
   - Print the title, “Winter,” in the top left-hand box. Ask the students:
   - What happens to an apple tree during the winter? (Answer: tree is bare – no leaves, blossoms, or fruit)
   - Ask the students:
     - If I was going to draw a picture of an apple tree in the winter, what would it look like?
   Refer to the illustrations in the book when discussing an apple tree in the winter. Draw a picture of an apple tree in the winter under the heading “Winter” on the chart paper.
3. Ask the students:
   - What season comes after winter?

Print the title, “Spring,” in the top right-hand box. Ask the students:
   - What happens to an apple tree during the spring? (Some possible answers: buds sprout, leaves begin to grow, blossoms appear)

Ask the students:
   - If I was going to draw a picture of an apple tree in the spring, what would it look like?

Refer to the illustrations in the book when discussing an apple tree in the spring. Draw a picture of an apple tree in the spring on the chart paper.

4. Ask the students:
   - What season comes after spring?

Print the title, “Summer,” in the bottom left-hand box. Ask the students:
   - What happens to an apple tree during the summer? (Some possible answers: small green apples appear where the blossoms used to be, the apples begin to grow)

Ask the students:
   - If I was going to draw a picture of an apple tree in the summer, what would it look like?

Refer to the illustrations in the book when discussing an apple tree in the summer. Draw a picture of an apple tree in the summer on the chart paper.

5. Ask the students:
   - What season comes after summer?

Print the title, “Fall,” in the bottom right-hand box. Ask the students:
   - What happens to an apple tree during the fall? (Some possible answers: apples are larger, turn colour, are ready to be picked)

Ask the students:
   - If I was going to draw a picture of an apple tree in the fall, what would it look like?

Refer to the illustrations in the book when discussing an apple tree in the fall. Draw a picture of an apple tree in the fall on the chart paper.

6. To review, hold up pictures of the apple tree during the four seasons (BLM IS-2.1.1), one at a time. Have the students identify the season, and have them justify their response (for example, “I know it is spring, because there are blossoms on the apple tree”). Hold up the remaining three cards (in random order) to see if the students can accurately identify the season for each.

   Explain that every year, an apple tree goes through the same cycle (e.g., the tree is bare in winter, the tree starts to blossom in the spring).
**Follow-up Student Activity**

1. Distribute one copy of the activity sheet *The Seasons of an Apple Tree* (BLM IS-2.1.2) to each student.

2. Have the students draw pictures to show how an apple tree changes from season to season.

3. Encourage those students who are capable to include words to describe the apple tree for each season.

**Extending the Idea**

- Throughout the year, discuss the seasonal changes that occur in trees, animals, and the weather.

- Discuss what farmers must do to the apple trees during the different seasons (e.g., pruning, fertilizing, harvesting).

**Student Assessment**

- Individually conference with the students. Using the four seasonal apple tree cards (BLM IS-2.1.1), have the student identify the season in each picture. Ask questions such as:
  - How do you know this is an apple tree in the spring?

Use the Individual Anecdotal Record sheet, GBLM-4, to record your results.
An Apple Tree

![Four stages of an apple tree]

1. First stage: Young tree with stars.
2. Second stage: Tree with apples.
3. Third stage: Tree with apples and leaves falling.
4. Fourth stage: Bare trunk and branches.
# The Seasons of an Apple Tree

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LESSON 2  LIFE CYCLE OF A PUMPKIN

FOCUS
The students will investigate how a pumpkin grows, from the planting of a seed to the picking of an orange pumpkin.

MATERIALS
- *Pumpkin Circle: Story of a Garden*, a book by George Levenson (or *Pumpkin, Pumpkin* by J. Titherington)
- scissors
- glue
- Watching a Pumpkin Grow activity sheet (two pages) (BLM IS-2.2.1)
- sentence strips
- felt markers
- pocket chart
- pumpkin pointer

PREPARATION
- Photocopy the activity sheet Watching a Pumpkin Grow (one copy of each page per student).
- Copy the sentences from the activity sheet onto sentence strips (one sentence per strip). Draw a simple illustration at the end of each sentence to assist the students (e.g., for “Plant the pumpkin seed,” draw a picture of a seed.)

TEACHING THE LESSON
1. Read aloud the story *Pumpkin Circle* (or *Pumpkin, Pumpkin*). After you have read the story, tell the students that on sentence strips you have written the steps of how a pumpkin grows. Place the sentence strips in the pocket chart in random order. Read the sentence strips to the students, tracking each word with the pumpkin pointer. Ask:
   - What is the problem with the sentence strips? (Answer: they are not in the correct order/they are mixed up)
2. Tell the students that they are going to work together to put the steps in the correct order. Ask:
   - What is the very first thing you must do for a pumpkin to grow?  
     (Answer: plant a seed)
   - Who can find the sentence strip that says, “Plant the pumpkin seed”? 

Unit 2 • Apples and Pumpkins
Select a student to locate the sentence strip, and place the sentence strip at the top of the pocket chart. Read the sentence together as a class.

3. Ask the students:
   - After the seed has been planted, what comes next? (Answer: a tiny plant begins to grow)
   - Who can find the sentence strip that says, “A tiny plant begins to grow”?
     Select a student to locate the sentence strip, and place it under the first sentence in the pocket chart. Read the sentences together as a class.

4. Continue with this process until all seven stages in the life cycle of a pumpkin have been placed in order in the pocket chart.

**Follow-up Student Activity**

1. Distribute a copy of the activity sheet Life Cycle of a Pumpkin (BLM IS-2.2.1) to each student.
2. Have students cut out the pictures on page two of the activity sheet.
3. Have students arrange the pictures in the order they would occur and glue them onto the first page of the activity sheet in that order.

**Extending the Idea**

- Show the movie The Pumpkin Circle, based on the book by George Levenson. The film, narrated by Danny Glover, uses live-action footage, time-lapse photography, and animation to demonstrate the life cycle of a pumpkin. Discuss the concept of “time-lapse photography” by asking questions such as:
  - Do pumpkins really grow that fast?
  - Why do you think this movie was filmed this way?

Explain to the students that this type of photography is called *time-lapse photography*. It allows us to see changes of things in a very short period of time that would normally happen over a long period of time. If we wanted to watch how a pumpkin grows in real time, we would have to sit in a pumpkin patch for months! Time-lapse photography allows us to see the life cycle of a pumpkin in a few short moments. Teachers and librarians are entitled to a 30-day free preview of the video by calling 1-800-827-0949.

- Place a pumpkin in a large, covered, clear plastic container. Have the students observe what happens to the pumpkin over a period of time. Some changes may include: a change in colour, the development of mould, the appearance of fruit flies. Take pictures as the pumpkin decomposes. Discuss why farmers leave rotting pumpkins on the fields (e.g., break down, decompose, and put nutrients back in the soil for the next crop of pumpkins).
- Take a field trip to a local pumpkin patch. Let the students observe first-hand the different stages in the life cycle of a pumpkin.

- Have the students paint two paper plates orange. Staple the paper plates together, leaving about a 10 cm opening at the top. Next, cut a long strip of green crepe paper (approx. 4 cm wide x 50 cm long). This will represent the vine of a pumpkin. Have the students glue a real pumpkin seed at one end of the strip. Next, have the students make a yellow crepe paper flower. Using pre-cut yellow squares, have the students place a pencil in the middle of the paper and wrap the edges up around the side of the pencil. A pipe cleaner can be wrapped around the bottom of the flower to keep its shape, and it can also be used to attach the flower to the vine. Next, have the students make a baby green pumpkin by rolling up a tissue and covering it with a green crepe-paper square. Tie the end of the pumpkin with a green pipe cleaner, and attach it to the vine. Finally, staple the opposite end of the green strip of paper to the top of one of the orange paper plates. Roll up the vine, and place it inside the paper plate. To demonstrate the life cycle of a pumpkin, the students can reach inside and pull out the green vine (e.g., seed, flower, small green pumpkin, large orange pumpkin).

**Student Assessment**

- Observe the students as they cut out the stages in the life cycle of a pumpkin from page two of the activity sheet. Assess their ability to use scissors accurately (e.g., thumb stays on top, middle and ring fingers in bottom loop, opens and closes scissors while pushing them forward). Use the Individual Student Observations sheet, GBLM-1, to record your results.

- Observe students’ ability to place the stages in the life cycle of a pumpkin in the correct order from seed to full-sized pumpkin. Use the Rubric sheet, GBLM-2, to record your observations.
## Life Cycle of a Pumpkin

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Life Cycle of a Pumpkin

1. Plant the pumpkin seed.
2. A tiny plant sprouts and begins to grow.
3. Yellow flowers grow on the vine.
4. A little green pumpkin begins to grow.
5. The vine grows longer and longer.
6. The pumpkin grows bigger and bigger.
7. A big orange pumpkin is ready to pick.
ACTIVITY SUGGESTIONS

1. **Making Applesauce**

Use this simple recipe to make applesauce with the students. If possible, have a parent-volunteer take small groups of students to make the applesauce so students can take a more active role in the process.

**Simple Applesauce**

- 5 apples
- 180 mL (¾ cup) water
- 5 mL (1 tsp) cinnamon
- 60 mL (¼ cup) sugar

Peel, core, and slice each apple into eight pieces. Put apples in pot with water, cinnamon, and sugar. Cover, and boil until apples are tender. Use a potato masher to mash the apples into applesauce.

**EXTENDING THE IDEA**

- Introduce the different parts of an apple (e.g., skin, core, seeds, pulp, stem, and leaf).
- Have the students do a taste test comparison (e.g., homemade applesauce vs. store-bought applesauce).
- Brainstorm a list of items found in the grocery store or local farmers’ market that are made from apples (e.g., apple pie, apple crisp, baked apples, applesauce, apple butter, cinnamon apple granola bars).

2. **Making No-Bake Pumpkin Pie**

Use this simple recipe to make individual, no-bake pumpkin pie.

- 1 foil baking cup liner (cupcake liner)
- 1 vanilla wafer (for the crust)
- 120 mL (½ cup) prepared vanilla pudding
- 5 mL (1 tsp) canned pumpkin
- 1.5 mL (¼ tsp) pumpkin pie spice
- Whipped topping

Put the vanilla wafer in the bottom of the foil cupcake liner. Mix the following in a small paper cup: 120 mL of prepared vanilla pudding, 1.5 mL pumpkin pie spice, 5 mL canned pumpkin. Stir, and spoon on top of the wafer. Top with a spoon of whipped topping and a candy pumpkin.
3. **ROASTED PUMPKIN SEEDS**
If you have access to an oven, use the following recipe to make roasted pumpkin seeds.

- 7.5 mL (1½ tsp) vegetable oil
- 5 mL (1 tsp) salt
- 480 mL (2 cups) pumpkin seeds

Preheat oven to 120˚C (250˚F). Wash seeds under warm water in colander. Mix together in bowl the seeds, salt, and oil. Spread seeds on a cookie sheet. Bake for 30 minutes, or until golden brown and crispy. Use a spoon to stir seeds from time to time while baking. Serve warm or cooled.

4. **PASS THE PUMPKIN**
Divide the class into two or three equal groups. Have each group of students make a straight line. Give a small pumpkin (e.g., pie pumpkin) to the person standing at the front of each line. Have the student pass the pumpkin over his/her head to the next student in line. The second student passes the pumpkin through his/her legs to the third student. This “over and under” process continues until the last student in line has the pumpkin. That student runs to the front of the line, and the game continues. The game is over when the students are back to their original places in line.

5. **HOT PUMPKIN (SIMILAR TO HOT POTATO)**
Have the students sit in a large circle. Give one student a small pumpkin. Explain to the students that they have to carefully pass the pumpkin to the person sitting beside them. While the pumpkin is being passed, play some music. When the music stops, whoever has the pumpkin has to sit in the middle of the circle. The game continues until only person is not sitting in the middle of the circle.

6. **TESTING A PUMPKIN – WILL IT FLOAT?**
Have students predict whether or not a pumpkin will float in a tub of water. Record their predictions on a sheet of chart paper. Then, place a pumpkin in water, and test students’ predictions. Try the activity with different-sized pumpkins and different types of pumpkins. Determine if the size or type of pumpkin affects the results.

7. **PLANT A PUMPKIN SEED**
Have each student fill a plastic cup three-quarters full with potting soil. Ask the students to use their index finger to make a hole in the soil. Give each student one pumpkin seed to place in his/her cup. Make sure the students cover up the seed with soil and water the seed. Write each student’s name on his/her cup. Place the cups in a sunny location. Have the students observe and record the growth of their pumpkin seeds over a period of time.
8. EXAMINING A PUMPKIN SEED
Soak pumpkin seeds in water overnight. The next day, cut open the pumpkin seeds, and let the students observe the tiny plant inside the seed. Discuss what is needed for the seeds to germinate (air and water). Provide the students with a magnifying glass to take a closer look at the seed.

9. PIN THE PEDUNCLE ON THE PUMPKIN
Hang up a large, paper pumpkin cutout on a classroom door or wall. Blindfold a student, and place a cut out paper peduncle (stem) in his/her hand. Have the student try to stick the peduncle on the correct spot on the pumpkin. Give each student a turn. The student closest to the correct position wins.

10. IT’S THE GREAT PUMPKIN, CHARLIE BROWN
Show the animated film, It’s the Great Pumpkin, Charlie Brown. After watching the film, have the students reflect on the video. Ask:
- Has anyone ever heard of the “Great Pumpkin”?
- How do the other children treat Linus? Why do they treat him this way?
- What can we learn from watching this video?
- If you could be one of the characters in this cartoon, who would you like to be? Why?
APPLE CENTRE SUGGESTIONS

READING CENTRE

WEEK 1
Provide a collection of apple stories for the students to read and enjoy.

WEEK 2
Provide a new collection of apple stories for the students to read and enjoy.

WRITING/LANGUAGE CENTRE

WEEK 1
Provide an apple-shaped book to each student: make a construction paper cover from BLM 2.1.1, page 7, and attach four unlined pages. Have the students draw a different-coloured apple on each page, and print the colour word underneath each apple they draw. Provide a list of colour words at the Writing Centre.

WEEK 2
Put the weekly poem on sentence strips in a pocket chart. Have the students arrange the poem in the correct order in the pocket chart. Provide a small apple pointer for the students to tap out the words when they recite the poem.

ARTS & CRAFTS CENTRE

WEEK 1
Apple Prints: Cut two apples in half horizontally (to produce the star-shape in the middle of the apple). Put red, yellow, green, and brown paint on four separate Styrofoam trays. Cut out apple-shaped paper. Have the students dip the apples into the paint and make apple prints on the apple-shaped paper.

WEEK 2
Paper Plate Apples: Have the students paint paper plates red. When the paint has dried, students can glue real apple seeds in the middle of the “apple.” They can also add a brown stem and green leaves made from construction paper.
**DISCOVERY CENTRE**

**WEEK 1**
Cut up one or two apples. Place the apples on a paper plate. Provide a magnifying glass. Have the students use a magnifying glass to take a closer look at the various parts of an apple.

**WEEK 2**
Provide a poster showing the different types of apples grown in Ontario (a colour copy of Ontario apples can be obtained through the Apple Growers of Ontario, 1-905-858-1060 or <www.ontarioapples.com>), as well as a basket of a variety of apples. Challenge the students to match the apples with their corresponding picture.

**MATHEMATICS CENTRE**

**WEEK 1**
Ordering Apples: Cut out sets of 10 different-sized apples made from red, green, yellow, or brown construction paper. Have the students order the apples from largest to smallest.

**WEEK 2**
Counting Apples: Cut out 20 construction-paper apples. Print the numbers 1 to 10 on the first 10 apples (one number per apple). On the remaining 10 apples, draw sets of apples, ranging from one apple to ten apples (one set per card). Have the students match the number card with the corresponding number of apple picture cards.

**TACTILE CENTRE**

**WEEK 1**
Make red and green playdough apples. Provide rolling pins, plastic knives, and apple cutters for the students.

**WEEK 2**
Provide the same materials as Week 1. However, this week, encourage the students to make apple patterns using the playdough (for example, red apple, green apple, red apple, green apple).

**LISTENING CENTRE**

**WEEK 1**
Provide a copy of an apple storybook of your choice. Make your own cassette recording of the story. Have the students follow along the story in the book as they listen to the tape. (Suggested story: Zoe Hall’s *The Apple Pie Tree*)

You may wish to laminate the apple cutouts and place them in large Ziploc bags.
**WEEK 2**

Provide a copy of an apple storybook of your choice. Make your own cassette recording of the story. Have the students follow along the story as they listen to the tape. (Suggested story: M. Knudsen's *Autumn Is for Apples*)

**DRAMATIC CENTRE**

**WEEK 1**

Set the Dramatic Centre up as a bakery. Photocopy various apple recipes and post them around the centre. Provide materials such as aprons, plastic baking ware, and plastic food to encourage role-playing and creativity.

**WEEK 2**

Keep the Dramatic Centre set up as a bakery.
PUMPKIN CENTRE SUGGESTIONS

READING CENTRE

WEEK 3
Provide a collection of pumpkin stories for the students to read and enjoy.

WEEK 4
Provide a new collection of pumpkin stories for the students to read and enjoy.

WRITING/LANGUAGE CENTRE

WEEK 3
Put the weekly poem (“Jack O Happy”) on sentence strips in a pocket chart. Provide the matching Jack-o-lantern faces (from the activity, page 82). Have the students arrange the poem in the correct order and find the matching pumpkin faces. Provide a small pumpkin pointer for the students to tap out the words when they recite the poem.

WEEK 4
Provide individual word cards (write the words on orange index cards) for each of the words in the weekly poem. Have the students match the word cards to those in the pocket chart by placing the word cards on top.

ARTS & CRAFTS CENTRE

WEEK 3
Cut finger-paint paper into a pumpkin shape. Have the students place a little bit of red and yellow paint on the pumpkin cutout and mix the colours to discover what new colour is made.

WEEK 4
Use the Pumpkin Cutout (Lesson 11, BLM 2.11.2, page 47) to trace and cut out pumpkins from orange construction paper. Use a single-hole punch to make holes around the perimeter of the pumpkins. Cut large pieces of orange string. Tape one end of the string to the back of each pumpkin and wrap a piece of Scotch tape around the other end. Have the students “sew” around the perimeter of the pumpkins.
**Discovery Centre**

**Week 3**
Have the students cut out and sequence the pictures of a pumpkin’s growth (BLM IS-2.2.1, page 105). The pictures can be glued, in sequential order, onto a strip of construction paper or newsprint.

**Week 4**
Provide a collection of seeds from different fruits (e.g., cherry seed, peach pit, apple seeds, pumpkin seeds, watermelon seeds). Encourage the students to compare the size, shape, colour, and texture of the seeds.

**Mathematics Centre**

**Week 3**
Write the numbers 1 to 10 on construction-paper pumpkins (one number per pumpkin). Provide a container of dried pumpkin seeds. Have the students place the correct number of seeds on each pumpkin.

**Week 4**
Laminate two copies of the Pumpkin Cutout (Lesson 11, BLM 2.11.2, page 47). Provide a small container of dried pumpkin seeds and a die. Have the students roll the die and count out the corresponding number of pumpkin seeds. Place the seeds on the first pumpkin cutout. Have the students roll the die once again, and count out and place the corresponding number of pumpkin seeds on the second pumpkin cutout. Finally, ask the students to determine which pumpkin has more seeds.

**Tactile Centre**

**Week 3**
Have the students print their name (or have someone print their name for them) in large letters on a pumpkin construction-paper cutout (Lesson 11, BLM 2.11.2, page 47). Then, have them glue pumpkin seeds on top of the letters in their name to produce their tactile name.

**Week 4**
Provide a collection of different types of seeds for the students to feel, sort, and compare. Place the seeds on a large tray or paper plate.
LISTENING CENTRE

WEEK 3
Provide a copy of a pumpkin storybook of your choice. Make your own cassette recording of the story. Have the students follow along the story in the book as they listen to the tape. (Suggested story: *The Biggest Pumpkin Ever* by S. Kroll)

WEEK 4
Provide a copy of a pumpkin storybook of your choice. Make your own cassette recording of the story. Have the students follow along the story in the book as they listen to the tape. (Suggested story: *Pumpkin Circle* by G. Levenson)

DRAMATIC CENTRE

WEEK 3
Set up the Dramatic Centre as a country store. Provide baskets, plastic pint or quart containers, plastic fruits and vegetables, and other harvest products (e.g., gourds, corn, mini pumpkins). If possible, include a toy cash register with plastic money.

WEEK 4
Set up the Dramatic Centre as a costume store. Provide old clothing, costumes, shoes, and so on in a large box. Encourage students to be creative with the dress-up clothes provided.
BIG BOOK 1  SO MANY APPLES UP ON TOP!

WHAT TO DO

1. Photocopy one page of BLM BB-2.1.1 per student, and give a copy to each student.

2. Provide students with crayons, coloured felt markers, or coloured pencils to draw a self-portrait of themselves balancing apples on their head.

3. At the bottom of the page, in the spaces provided, have students print their own name and the number of apples they are balancing on their head. For students not yet capable of printing their name, dot the letters and have students trace the dots.

4. Place the completed pages inside a clear pocket protector.

5. Place the pages in a binder, and title the binder, “So Many Apples Up on Top!”

6. At the back of the binder, tape a copy of GBLM-20 to invite family comments.

SENDING THE BOOK HOME

- Send the book home with one student each night.
- Have the student share the book with his/her family.
- Encourage family members to write a comment at the end of the book.
_________ has ________

apples up on top!
WHAT TO DO

1. Photocopy one page of BLM BB-2.2.1 per student, and give a copy to each student.

2. Have students pick an emotion (e.g., happy, sad, scared, excited) and draw a face on the pumpkin that shows that emotion.

3. At the bottom of the page, in the spaces provided, have students print their own name and the emotion portrayed. For students not yet capable of printing their name, dot the letters and have students trace the dots.

4. Place the completed pages inside a clear pocket protector.

5. Place the pages in a binder, and title the binder, “How Is Jack Feeling Today?”

6. Photocopy the poem “Jack O Happy” (see page 81), and place it at the front of the binder.

7. At the back of the binder, tape a copy of GBLM-20 to invite family comments.

SENDING THE BOOK HOME

- Send the book home with one student each night.
- Have the student share the book with his/her family.
- Encourage family members to write a comment at the end of the book.
This is Jack O ________________________ .

My name is __________________________.
UNIT 2

**Books**


**Websites**

<http://www.littlegiraffes.com>
<http://www.mrspholmeyerskinderpage.com>
<http://www.backyardgardener.com>
<http://www.kinderkorner.com>
<http://www.thevirtualvine.com>
<http://www.ri.net/schools/Central_Falls>