TEACHER MATERIALS - Pumpkin Patch

CONCEPTS:

Language Skills	-	grammar
Reading	-	vocabulary
Composition	-	to describe
Life Science	-	1A - 2.4

OBJECTIVE: The students will:

1. learn new words relating to pumpkins.
2. compile simple sentences about pumpkins.
3. describe foods made from pumpkins.

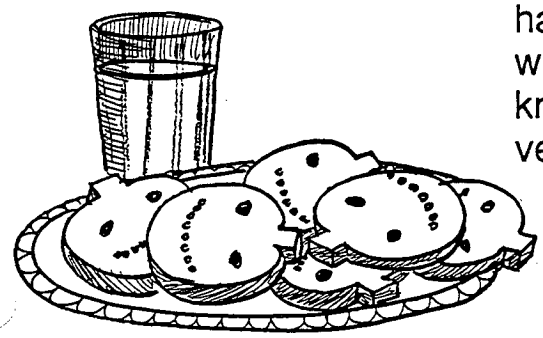
ACTIVITIES:

1. Have the students read pages 3 through 8 in "Great Pumpkins."
2. When discussing the various subject matter on pumpkins, assemble a bulletin board of a pumpkin patch, by doing the following:

   A. Make copies of the leaf which is included on page 1-5.

   B. Cover the bulletin board with brown paper to resemble soil and construct vines to attach leaves for pumpkins.

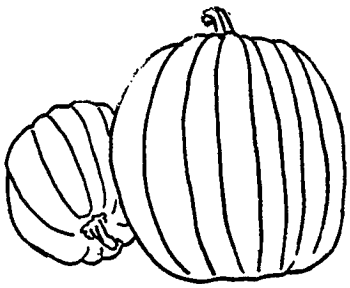
   C. Make copies of the pumpkins on page 1-6 or have the students make their own. Brainstorm with the students to determine all the words they know about pumpkins. These can be nouns, verbs, or adjectives such as:



orange	seeds	growing
round	bumpy	jack-o-lantern
vine	pie	hard
big	heavy	

D. Put each word onto a pumpkin and place the pumpkin in a patch.

E. The next day make sentences out of each of these words or combine them into sentences.



3. Read the book Pumpkin, Pumpkin by Jeanne Titherington.

4. Bring a pumpkin (or several) into the class. Pass it from student to student and let them each say one word to describe the pumpkin(s).

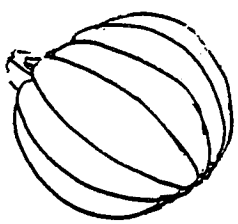
5. Play "Pumpkin Puzzle" game, see directions on page 1-7.

6. Complete **"Have you ever really looked at a pumpkin?"** by following the directions on page 1-8.

This idea was contributed by piloting teacher Linda Platt.

7. Have the students think of their favorite myth, nursery rhyme, fable, folk tale or legend which has a pumpkin or pumpkins in it. Many of the original stories have been adapted to include the pumpkin. Cinderella, for example, probably originally had a turnip turn into the coach. When the tale originated in Europe, the Europeans had not yet visited America to bring back the pumpkin. After pumpkins were brought to Europe from America (probably as seed) stories were changed because the pumpkin seemed so well suited and it was a new fad.

8. Have the students "dream up" pumpkin tongue twisters...."Patty's pretty pinky plunged into a pumpkin."



9. Have the students complete the other lessons on pumpkins on pages 1-76 through 1-101 in Science.

Pumpkin Information

History - Pumpkins are an American product. The Indians raised pumpkins as one of the three sisters - corn, beans, and squash. The pumpkin is a member of the squash family. The Indians baked or boiled the pumpkin flesh, toasted pumpkin seeds, ground the seeds into flour or meal and then made them into bread or gruel.

When the settlers arrived in the Americas the pumpkin helped them to survive through the long, cold winters.

"Pumpkin at morning, pumpkin at noon. If it were not for the pumpkin we should soon be undone," one settler wrote.

Another said," When the first pumpkins were ripe Squanto showed us how to cook them. In the top of the yellow globe he cut a small hole in which it was possible to take out the seeds of which there are many. Then the whole pumpkin was put into the iron oven *(probably a Dutch Oven)* * and baked until the pulp inside was soft, after which the shell could be broken open and the meat of the fruit eaten with the sugar we get from the trees *(maple sugar.*)*"

Pumpkin pudding was a real treat for the settlers. The top of the pumpkin was sliced off, seeds removed and the pumpkin filled with milk. It was baked until the milk was absorbed, the flesh scooped out and eaten.

Today - Pumpkins are grown in almost every state. Generally they are grown in small quantities close to urban sites to attract consumers. The pumpkin made into pie filling for the traditional holiday treat is actually canned pumpkin grown in California. How can you tell the difference between a pumpkin and a squash? The squash has a round stem leading into the fruit. Pumpkin's stems are hexagons or octagons. Pumpkins are a member of the squash family (that's why canned squash can be labeled as pumpkin) .

Three to four seeds are planted in a 'hill' with the hills six to eight feet apart to give the vines a lot of room to grow. One vine can grow as long as

** Author's note*

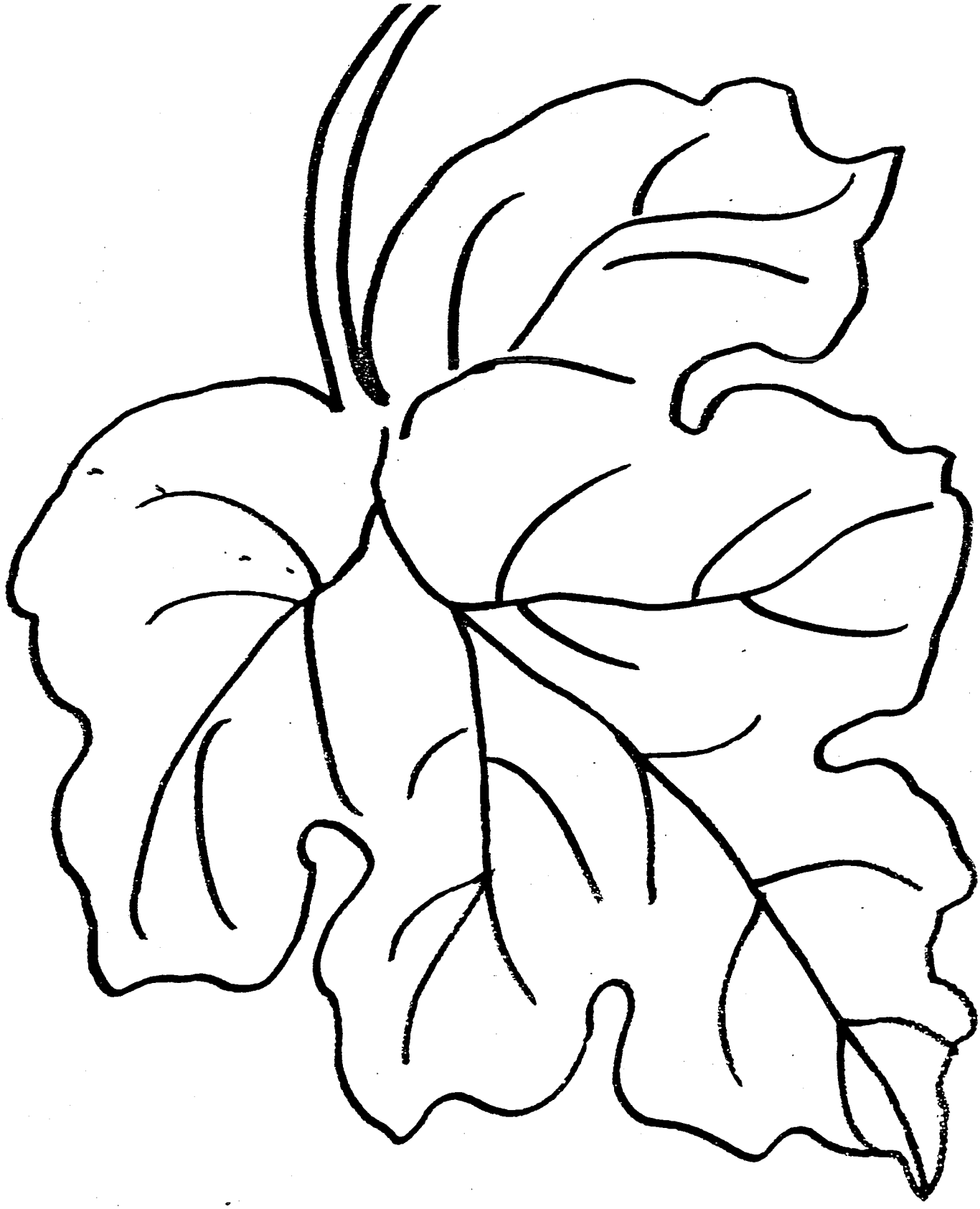
one hundred feet. The pumpkin plant has separate male and female flowers so not all blossoms will result in a pumpkin. Bees carry pollen from the male flower to the female flower. The pumpkin grows from the female flower. The pumpkin does not turn orange until it is ripe.

Every vine should produce two or three pumpkins. Most pumpkins weigh in at ten to forty pounds. Most pumpkins measure from one to two feet in diameter (across.) Look in the Guiness Book of World Records to learn the current champion pumpkin in weight and circumference. The World Pumpkin Weigh-Off Contest is held in Collins, New York each fall.*

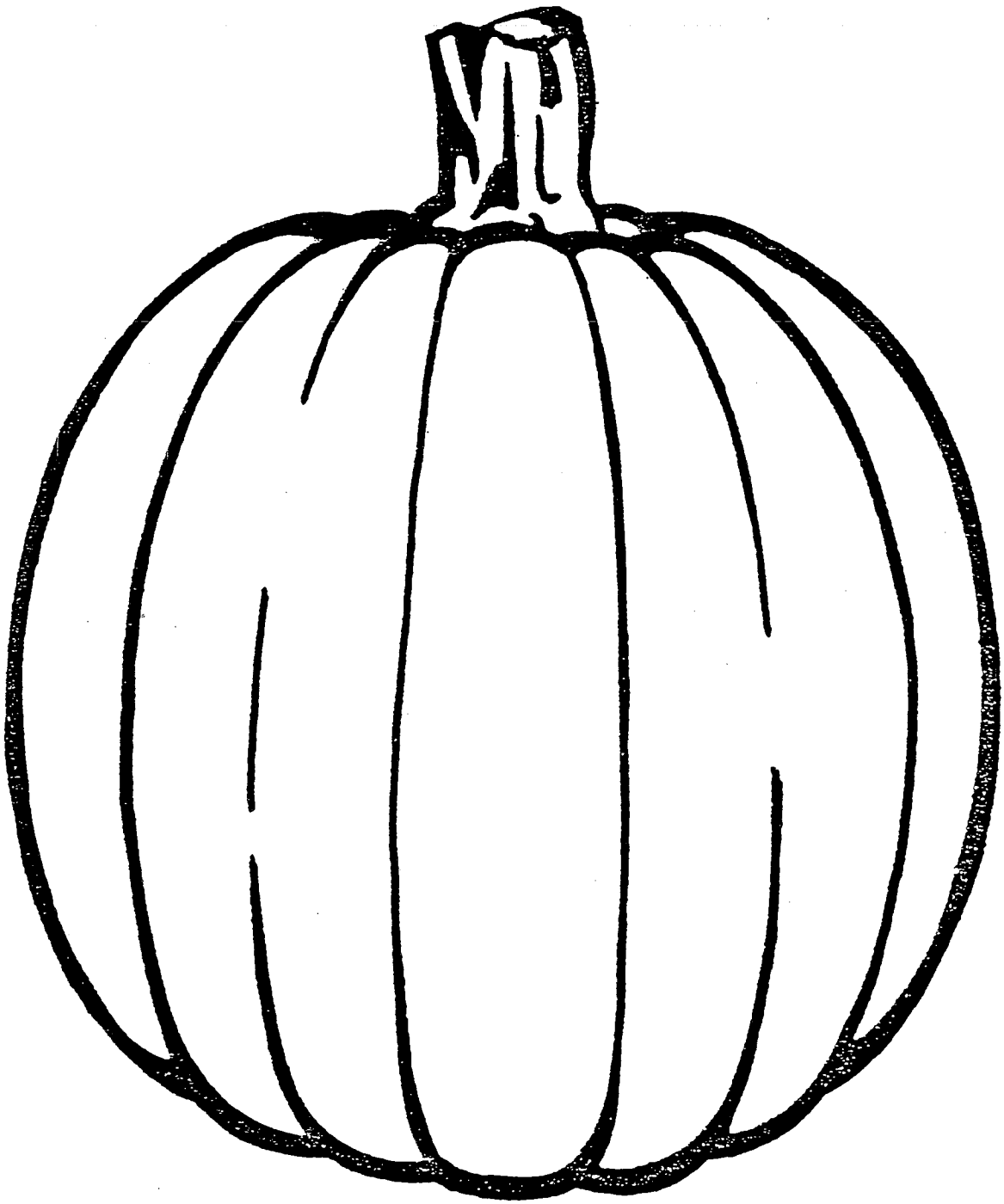
Great Pumpkins

* Contributed by Diane Held Phillips

Pumpkin Leaf



Pumpkin



Pumpkin Puzzle Game

Materials needed: 5 pumpkins of various sizes and shapes
An indelible marker
5 envelopes
5 small squares of paper numbered 1-5

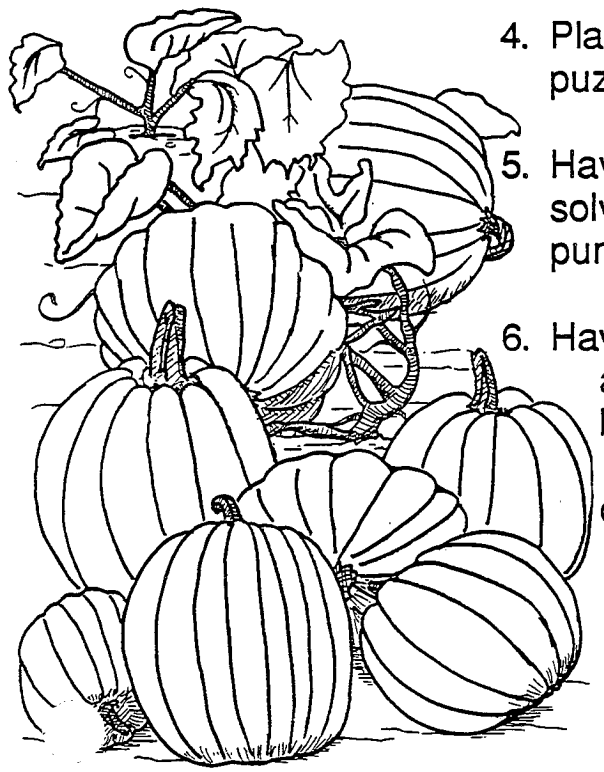
Activity:

1. Using an indelible marker - number each pumpkin #1 to #5 on the bottom. Don't tell the students.

2. Divide the class into 5 groups.

3. Have each group choose a student to solve the puzzle. Send these 5 children into the hall or a safe area where they can't hear the discussion.

3. Each group should be given a pumpkin and a card in an envelope with a matching number. The group should then discuss and prepare a description of their pumpkin.



4. Place the pumpkins around the room. Call in the 5 puzzle solvers.

5. Have each group describe their pumpkin to the solver. Each solver should then go and stand by the pumpkin they feel the group described.

6. Have the solver(s)
   a. turn over their pumpkin to find the number,
   b. have the group remove their number from the envelope,
   c. match the numbers in the envelope to the numbers on the bottom to determine which group(s) did the best job describing their pumpkin(s).

Have You Ever Really Looked At A Pumpkin?

What kinds of questions can we ask in order to know more about pumpkins?

EXAMPLES:

* How big, tall, far round (circumference), far across (diameter)?
* How thick (skin, meat, etc.)?
* What is (are) the color(s) on the inside?
* How many ribs, ridges, or grooves are on the outside? Do all pumpkins have the same number?
* What would the inside look like,s if we could peer in without disturbing the inside?
* How many seeds are in a pumpkin? Do all pumpkins have the same number?
* How are the seeds arranged or attached inside the pumpkin?
* Are all the seeds the same? How many different groups? How do the groups differ?
* How heavy is a pumpkin seed?
* If each of the seeds from one pumpkin grew and became a pumpkin plant, and each of these pumpkin plants produced only one pumpkin, and each of the seeds from these pumpkins grew, then how many pumpkins would exist after three cycles?
* There are creases that run side by side (stem to bottom) on the outside of a pumpkin. Are there more creases on bigger pumpkins than on smaller ones?
* Is there something on the inside of the pumpkin that lines up with the creases on the outside?
* Where on a pumpkin are the creases the closest together? The farthest apart?
* Do pumpkins with more seeds have more creases?
* By looking at a pumpkin, can you tell which side was on the ground?
* Are the seeds scattered around inside a pumpkin or are they arranged in certain groups and patterns?
* Do bigger pumpkins have more seeds than smaller pumpkins?

Linda Platt