

## Lesson Plan

**Lesson:** Five Little Pumpkins

**Length:** Approximately 30 minutes

**Age or Grade Level Intended:** Kindergarten

### Academic Standard(s):

- English/Language Arts K.2.5 Identify the order (first, last) of information.
- English/Language Arts K.1.15 Read one-syllable and high-frequency (often-heard) words by sight.

**Performance Objective(s):** Given a “Five Little Pumpkins” worksheet, students will draw a line from each pumpkin to the corresponding order word, 3 out of 5 times.

**Assessment:** Pass out a “Five Little Pumpkins” worksheet to each student. Give students approximately 5 minutes to complete the worksheet. Collect worksheets for evaluation, making sure each student matched at least 3 out of the 5 correctly.

### Advance Preparation by Teacher:

- Obtain a copy of “Five Little Pumpkins” by Iris Van Rynbach
- Copy enough worksheets for each student
- Make order word magnets
- Create magnet of the Five Little Pumpkins

### Procedure:

**Introduction/Motivation:** Ask the students if they do anything special for Halloween. Talk about different Halloween/fall traditions (carving pumpkins, raking leaves, going trick-or-treating). Read students the story Five Little Pumpkins by Iris Van Rynbach, doing the hand motions while reading (see attached) (**Gardner:**

**Bodily/Kinesthetic, Musical/Rhythmic, Verbal/Linguistic**). Teach the students the hand motions that go along with the story. Reread the story, encouraging students to follow along with the motions.

### Step by Step Plan:

1). Explain to the students that the words “first”, “second”, “third”, “fourth”, and “fifth” are used in the story to show order.

2). As you say each order word, write the word on the chalkboard or marker board (**Gardner: Visual/Spatial**).

3). Point to each word again, and reemphasize the word and its meaning.

4). Read the story a third time (still doing the hand motions), but this time, tell students to pay close attention to the way that these words are used to show order throughout the story.

5). Put the magnet of the Five Little Pumpkins and the order word magnets on the board.

6). Ask students who can put the word magnet “first” by the first pumpkin.

7). Call on a student to come up to the board and place the word magnet “first” by the first pumpkin **(Gardner: Logical/Mathematical) (Bloom: Knowledge)**.

8). Ask students to give a “thumbs up” if they think it is correct, and a “thumbs down” if they think it is wrong. **(Bloom: Evaluation)**. If the student is wrong, help them correct it.

9). Repeat steps 6 and 7 for the remaining pumpkins.

10). Pass out a “Five Little Pumpkins” worksheet to each student (see attached).

11). Explain to students to draw a line from the pumpkin at the top of the page to the correct order word and its corresponding number at the bottom of the page **(Bloom: Comprehension)**.

12). Give students approximately 5 minutes to complete the worksheet **(Gardner: Intrapersonal)**.

13). Collect the worksheets. Check to make sure the students correctly matched the pumpkin to its proper order word.

**Closure:** Today we learned about order words, such as “first”, “second”, “third”, “fourth”, and “fifth”. We also learned a fun new rhyme and hand motions to a story about pumpkins. Now, let’s see if we can use these order words that we just learned in our math lesson today.

#### **Adaptations/Enrichment:**

- Learning Disability in Basic Reading Skills: Pull student aside to work one on one with either the teacher or a teacher’s aide. Have the teacher read them the order word, and then have the student draw a line to the corresponding pumpkin.
- Mild Cognitive Disability: Give student modified worksheet that just has the numbers, and not the written word (see attached). This student may also need one on one assistance from teacher or teacher’s aide.
- High Ability Reader: Give student modified worksheet that just has the order words, and not the corresponding numbers (see attached).

**Self-Reflection:** Did the students have at least 3 out of the 5 pumpkins matched correctly? Were the students enthusiastic and willing to participate in hand motions and

group discussion? How could I expand this lesson to teach it in a different season besides Halloween?