

Pumpkins

Kindergarten Life Science

Standard: K.3.1 Observe and draw physical features of common plants and animals.

KNOWLEDGE: plants, animals, physical features **SKILLS:** observe, draw

Objective: After observing a pumpkin, students will show the differences between the inside and outside of a pumpkin by creating one drawing of the outside and one drawing of the inside.

Assessment: Prior to this demonstration, students will be asked to draw a picture of the pumpkin as it looks on the outside. After observing the inside of the pumpkin, students will be asked to add too or create a new drawing to show how the inside of the pumpkin is different from the outside.

Materials: Pumpkin, paper towel, blank paper, and crayons

Prior Lesson(s): Prior to this lesson students would have had introductory lessons on how pumpkins grow. The day prior to this lesson, the teacher would read the book *Pumpkin Circle: The Story of a Garden* by George Levenson.

INTRODUCTION:

Yesterday we read the story *Pumpkin Circle*. The story was about how pumpkins grow. Today I would like for you to start off by drawing a picture of the pumpkin!

DEMONSTRATION: Have the students gather on the floor in the group sharing area. Place the pumpkin in the middle of the circle and allow the students to observe the outside. Take the already cut top off and have the students take turns observing the inside of the pumpkin. Explain what the seeds and pulp are.

*Do you think the inside of the pumpkin looks the same as the outside? (application)

*What are the differences between the inside and outside of the pumpkin? (evaluation)

*Why do you think the inside of the pumpkin is different from the outside? (analysis)

*What is another way we can draw a pumpkin if we think about what we observed? (application)

CLOSURE: Have students return to their seats and create a new drawing of the inside of the pumpkin. The drawings should reflect recognition that the inside of the pumpkin has seeds and pulp.

Future lesson(s): Determining what pumpkins can be used for is the next step. Using books like *Pumpkin, Pumpkin* students will be given more information on how pumpkins can be used. Students will continue to learn how the inside of the pumpkin gives us pumpkin pie; pumpkins can be used to create jack-o-lanterns, their seeds, and many other things as well.

Reflection: This lesson would be taught the day after *Pumpkin Circle* had been read to the class. Having been introduced to the story, students would have prior knowledge on what a pumpkin is and how it grows from a seed to a plant, and finally to a pumpkin. This lesson would come in the middle of the life science unit on plants. The beginning lessons would review what plants are and the many different kinds of plants there are. The introductory lessons would also need to introduce pumpkins so that students become aware and familiar of what pumpkins look like and how they grow. The purpose the unit would be to educate students on pumpkins and other plants. The purpose of this particular lesson is to give students a visual on what pumpkins look like in real life. The students will get a chance to observe the pumpkin inside and out. This brings the pumpkins read about in *Pumpkin Circle* to life!

This lesson is only one of many in the unit. Following lessons will integrate science and other subject areas. After students have learned how pumpkins grow, and observed their physical features, following lessons will be focused on the uses of pumpkins, and how they are beneficial to human beings. Books that would be used in the future lessons would be *The Pumpkin Book* , *Pumpkin, Pumkin*, and *Too Many Pumpkins*. These books are engaging to students and help enhance the learning experience for guided discovery lessons for early childhood. Students need to be engaged and allowed time to explore so that they can grasp the importance of plants, how they grow, and what how they are beneficial to the world around them. When teaching a class of early childhood students, Brunsell (2008) states that “students should have frequent opportunities to observe objects and events” (p. 6). In this lesson, and unit, students will have the opportunities to observe the pumpkin inside and out to help them make inferences and discoveries. This lesson is engaging to students and gives them the hands on activity needed to be engaged, to explore, and to then be engaged again at the closing!

Brunsell, E. (2008). *Readings in science methods, K-8 an NSTA press journals collection*. Arlington, VA: NSTA Press.