

HARVEST OF THE MONTH - NOVEMBER / PUMPKINS

PRESCHOOL



Kansas leads the world in the success of each student.

SEPTEMBER 17, 2024

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

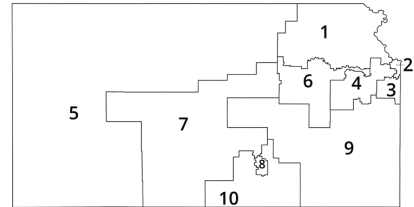
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success



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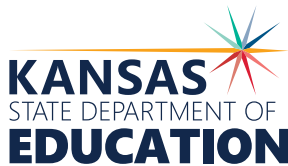


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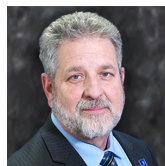
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Kansas leads the world in the success of each student.

Jan. 25, 2024

HARVEST OF THE MONTH

November / Pumpkins

INTRODUCTION

Over the next few weeks, we will be learning about a kind of food that we grow in Kansas. I'm going to give you some clues to see if you can guess what this food is.

- Although we often think of this food as vegetables, they are actually fruits.
- Each of these fruits contains about 500 seeds.
- Beta carotene gives this fruit its orange color. Beta carotene is great for your eye and skin health and your immune system.
- They can range in size from small enough to fit in the palm of your hand to so big that you can crawl on it!
- We eat this fruit cooked and softened, smashed up in pies, roast and eat their seeds, or carve them into jack-o-lanterns during Halloween.

Can you guess what food I'm talking about? We will be learning about pumpkins!



SCIENCE

Exploration Activity:

Materials

small to medium “pie” pumpkin, a large knife, cutting board, scoop, cookie sheet

Optional materials

tweezers, rulers, scale, magnifying glasses to explore attributes, individual small notebooks/science journals and crayons for each student to draw pictures of observations. You could also work one-on-one with students to discuss and label pictures in their science journals.

Procedure

Explore the outside of the pumpkin. Have the students describe what they see. Allow them to touch, measure, and investigate the pumpkin before cutting into it.

Name (and define) the stem. (Stem- The part of a plant that supports leaves, flowers and fruits.). Are there other fruits or vegetables that have stems?

Cut the pumpkin in half. Talk about what the students observe. What do they see? What do they smell? Record observations.

Scoop out the insides of the pumpkin and place the insides in the cookie sheet. Allow them to explore this. What do they see? Allow them to feel it. Can they find the seeds? Have them remove as many of the seeds as possible and place in a bowl or another cookie sheet for later. (see extension activities) Slice the pumpkin into 1-inch cubes to make Roasted Pumpkin. (see extension activities)

Extension Activities

Roasted Pumpkin Seeds Recipe

Ingredients

1 ½ cups raw whole pumpkin seeds

2 teaspoons butter, melted

1 pinch salt

Instructions

Preheat oven to 300 degrees F (150 degrees C) and gather ingredients.

Toss seeds in a bowl with the melted butter and salt. Spread the seeds in a single layer on a baking sheet and bake for about 45 minutes or until golden brown; stir occasionally.

Enjoy!

Roasted Pumpkin Recipe

Ingredients

- 1 small pumpkin or 1/4 large pumpkin
- 2 tablespoons olive oil
- 1/8 teaspoon ground clove
- 1 teaspoon ground cinnamon
- 1/8 teaspoon ground nutmeg
- 2 tablespoons packed brown sugar
- 2 teaspoons sea salt

Instructions

Heat oven to 400F. Using a large metal spoon, scoop out the seeds and insides of the pumpkin. Save the seeds for roasting. Use a sharp chef's knife to cut slices of pumpkin, 1-inch thick.

Place pumpkin slices on baking sheet. Drizzle with olive oil and rub on both sides of pumpkin. Season with salt, spices, and brown sugar. Roast for 18-20 minutes, depending on thickness of pumpkin slices (check at 15-minute mark).

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
ATL.PEL.P3.1	Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support.
ATL.PEL.P4.1	Sustains attention to task despite distractions.
PHD.NHE.P3.1	Eats a variety of foods.
PHD.NHE.P4.1	Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.
CL.SL.P3.1	Participates in conversations with a small group.
CL.SL.P4.1	Participates in conversations in increasing group sizes.
CL.SL.P4.2	Asks and answers questions and makes predictions.
M.MD.P3.1	Demonstrates an understanding that objects can be compared by one attribute and begins to use words such as bigger, smaller and longer.
M.MD.P4.1	Describes and compares objects using measurable attributes (length, size, capacity and weight).
M.MD.P4.2	Directly compares two objects with a measurable attribute in common to see which objects has "more than"/"less than" the attribute.
S.SI.P3.1	Observes and experiments with how things work, seeks information from others.
S.SI.P4.1	Makes increasingly complex observations of objects, materials, organisms and events.
S.SI.P3.2	Provides simple verbal or signed descriptions.
S.SI.P4.2	Provides greater detail in descriptions.

VOCABULARY

Stem - The part of a plant that supports leaves, flowers and fruits

PHYSICAL ACTIVITY

Farmers and Pumpkins

Materials Needed

2-4 medium sized rectangular-shaped laundry baskets with a looped rope (about 3 feet long) attached to one handle.

Activity

Tell students that they will be gathering pumpkins at the pumpkin patch. Each of them will have a chance to be a farmer and a pumpkin. The farmers will gather pumpkins from the pumpkin patch one by one. The pumpkins will need to tell their farmer when to begin pulling by saying "giddy-up."

The pumpkins will sit throughout the patch. When a farmer comes to pick them, the pumpkin will step into the basket and say "giddy-up" when they are sitting safely on their bottom. The farmer will then pull their basket to a designated spot for the pumpkin to get out. The farmer and pumpkin then trade roles.

For safety, the teacher must monitor the children as they get in and out of the baskets to make sure the farmer does not start before the pumpkin is safely seated.

Variations

- Add other 'polite' words and phrases such as Please and Thank You.
- Instead of laundry baskets, try soft rugs on slick floors, cardboard boxes, or even wagons on the playground.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
PHD.PF.P3.1	Participates in a variety of active play exhibiting strength and stamina.
PHD.PF.P4.1	Participates in a variety of active play exhibiting strength and stamina for increasing amounts of time.
PHD.GMS.P3.1	Uses locomotor skills with increasing coordination and balance.
PHD.GMS.P4.1	Demonstrates locomotor skills with control, coordination and balance in active play
PHD.GMS.P4.2	Demonstrates coordination in using objects during active play.

LITERACY

Pumpkin Sequencing

Read Pumpkin Pumpkin by Jeanne Titherington. (You can use any book that shows the growing stages of a pumpkin.) Use the Read Aloud Protocol found later in this document. Talk about the process of how pumpkins grow. Starting from planting a seed, then sprout, then plant, flower, green pumpkin, and then orange pumpkin.

The next part of this activity can be done as a large group, small group, or center activity. Provide children with pictures of each of these stages (out of order) and have them place the pictures in order of the story. (if you use a different story, you may need to adjust what stages are talked about in the story).

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
CL.L.P3.1	With prompting and support, asks and answers simple questions about the book or story's content.
CL.L.P3.2	Uses pictures and illustrations to tell and retell parts of a book or story.
CL.L.P4.1	With prompting and support, asks and answers questions about key details in a book or story.
CL.L.P4.2	With prompting and support, retells books or stories with increasing detail and accuracy.
CL.L.P4.3	With prompting and support, identifies characters, settings and major events or facts from a book or story.
CL.L.P3.4	Interacts with a variety of books.
CL.L.P4.5	Interacts with a larger variety of books and text.
CL.L.P3.9	Actively engages in small group reading activities with purpose and understanding.
CL.L.P4.10	Actively engages in large and small group reading activities with purpose and understanding.

MATH

Pumpkin Seed Match

Provide picture cards of a pumpkin with different numbers (one number per picture) on them. For students who still need support, provide dots or pumpkin seeds on the pictures to match the number. Have students place the number of seeds to match the number on each pumpkin card. Mmmmm, it was good! (rub tummy)

*Extend the activity by putting the pumpkins in order from smallest to greatest.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
M.CC.P3.1	Counts in sequence to 10
M.CC.P4.1	Counts in sequence to 20
M.CC.P3.2	Demonstrates an understanding that number names can be represented with a written numeral.
M.CC.P3.5:	Uses number words to indicate the quantity in small sets of objects.
M.CC.P4.4A	Uses one to-one correspondence when counting objects, saying the number names in the standard order pairing with each object.
M.CC.P4.5	Counts to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array or a circle or as many as five things in a scattered configuration.

Playdough Pumpkin Shapes

Provide laminated pictures of pumpkins of different shapes. For example, circle pumpkins, triangle pumpkins, square pumpkins, rectangular pumpkins, etc. Have the students use playdough to fill in the shape of the pumpkins on each picture. You can also provide plastic knives, scissors, shape cookie cutters, or other tools if you’d like, to allow students to cut the playdough to match the shape.

Talk about the shape of each playdough pumpkin. See if they can find something in the classroom that has the same shape. Allow the children to take turns making and identifying different shapes

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
M.G.P3.1	Correctly names shapes regardless of their orientations or overall size. (Squares, circles, triangles, rectangles)
M.G.P4.1	Correctly names shapes regardless of their orientations or overall size. (Squares, circles, triangles, rectangles, cubes, cones, cylinders and spheres)
M.G.P3.2	Describes objects in the environment using names of shapes, uses actions and words to indicate relative positions of these objects.
M.G.P4.2	Describes objects in the environment using names of shapes, describes the relative positions of these objects using terms.

PHD.FMS.P3.1	Uses classroom and household tools independently and with eye-hand coordination to carry out more complex activities.
PHD.FMS.P4.1	With fluency and accuracy, uses classroom and household tools independently and with eye hand coordination to carry out activities

FINE ARTS

MUSIC/LITERACY – PUMPKIN DESCRIBING WORDS

Sing the following song (sung to the tune of “Paw Paw Patch”)

Where, oh Where can we find pumpkins?
 Where, oh where can we find pumpkins?
 Where can we find round, round pumpkins?
 Way down yonder in the pumpkin patch?

Where, oh, where can we find pumpkins?
 Where, oh, where can we find pumpkins?
 Where can we find bumpy pumpkins?
 Way down yonder in the pumpkin patch!

Visual Arts- Making Orange.

Talk about describing words. Describing words tell us how something looks, feels, smells, sounds, or tastes. What are some describing words for pumpkins? Add new verses to the song by replacing the bold words with describing words the children come up with to describe pumpkins.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
CL.SL.P3.3	Begins to describe familiar people, places, things and events with support.
CL.SL.P4.3	Able to describe familiar people, places, things and events with support.
CA.M.P3.2	Sings familiar, simple songs.
CA.M.P4.1	Participates in more complex songs (songs with numbers, physical movements, musical games, etc.).

PRESCHOOL**VISUAL ARTS****Making Orange**

Tell the children they are going to paint a picture of a pumpkin today. Gather supplies together and announce “Oh No! We don’t have orange paint! What are we going to do?” Listen to suggestions and let the children know that we can only use the supplies you have gathered. Ask, “What do you think would happen if we mixed our red and yellow paint together?” Try it. Narrate yourself as you mix together some red and yellow paint and ask the children what they notice. “We made orange paint!” Allow the children to use the paint to create pumpkin pictures of their own.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
CA.VA.P3.4	Mixes colors to create a new color.
CA.VA.P4.3	Demonstrates understanding of art vocabulary and concepts.

DRAMATIC PLAY

Dramatic play centers could include:

- Pumpkin patch
- Bakery
- Farm

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
ATL.I.P3.2	Initiates play with other children and takes on a variety of roles while playing.
ATL.I.P3.3	Explores, practices, understands social roles through play.
ATL.I.P4.3	Invites other children to join groups or activities.
ATL.I.P4.4	Makes and follows plans for games or activities with other children.
CA.DP.P3.3A	Uses costumes to become a character in everyday environment.
CA.DP.P4.1	Takes a role in acting out a story.
CA.DP.P4.1A	Creates dialogue specific to a type of character.
CA.DP.P4.3B	Creates and executes complicated plot with conflict and resolution.
CA.DP.P4.3C	Creates unique characters using imagination.
SS.E.P3.2	Trades or exchanges materials or objects with others.
SS.E.P4.3	Demonstrates an understanding that money can be exchanged for goods and services.
SED STANDARDS	See the Social Emotional Development Standards. Most of these are addressed during dramatic play.

LITERATURE CONNECTIONS

Read Aloud Protocol

Reading aloud to children is an important part of helping them be proficient readers. It builds their oral vocabulary, which is foundational to establishing a strong reading and writing vocabulary. It builds background knowledge which will support future reading comprehension. Reading (and singing) with students is one of the best ways to “reset” the climate in your classroom, calm and refocus attention on learning. As you share a book with students, make sure students are seated comfortably and that you show the book’s illustrations as you read the text. This will allow students to utilize the illustrations to support vocabulary learning and comprehension. This will be extremely important for students who have recently arrived. Included below are some helpful tips for sharing a book with children that will ensure the experience is joyful and informative.

- Prepare for the reading, preview the book to see if there are any parts of the book that may be confusing and require additional explanation. Check for both content and language appropriateness.
- Think of a fun and engaging way to introduce the book. Engagement can be enhanced by having an item to accompany the book to pique their interest and curiosity. Consider an item integral to the theme/topic of the book (a piece of fruit, a spade, a cup of soil), a puppet, a brief story or an engaging question.
- Plan a few questions to propose before, during and after the reading- but don't make it an interrogation! Questions don't need to be literal or detail oriented, but can be thought provoking, such as “How might you fix this problem?” or “Think of a time when something like that happened to you?”, etc.
- Think of ways to keep each student actively engaged during the reading (raising hands, giving thumbs up/down, discussing with a shoulder partner, clapping out answers, etc.)
- Encourage word curiosity! Stop at words not all students may know and conduct a think-aloud. “Boys and girls...I see a new word and I am wondering if anyone can tell me what “soil” is...
- Check for understanding. At the completion of the book, ask a few questions to check for general understanding related to the characters, plot, problem, or solution in the story and/ or a few of the relevant who, what, when, where why and how questions essential to comprehending the story.
- Leave the book where the children can access it for a re-reading experience, navigation of the pictures if a picture book and for a future writing model.

SECTION	KANSAS EARLY LEARNING STANDARDS ADDRESSED
N/A	See Learning Standards for Communication and Literacy

PRESCHOOL**Possible book options with a pumpkin theme:**

Possible Field Trips related to pumpkins could include:

- Pumpkin Pumpkin by Jeanne Titherington
- The Pumpkin Book by Gail Gibbons
- Seed, Sprout, Pumpkin, Pie by Jill Esbaum
- Too Many Pumpkins by Linda White
- How Many Seeds in a Pumpkin? By Margaret McNamara
- The Runaway Pumpkin by Kevin Lewis

Possible Field Trips

Possible Field Trips related to pumpkins could include:

- Farmers Market
- Pumpkin Patch
- Grocery Store

Carefully crafted field trips offer opportunities to enhance children's development across cognitive, motor, and social and emotional domains (Bozdogan 2008; Bailie 2010). They are a valuable part of the learning experience, and the educational benefits have been substantiated through years of research. Planned excursions outside the classroom contribute to learning new information (Kisiel 2003; Scribner-MacLean & Kennedy 2007; Nadelson & Jordan 2012) and make content relevant as students integrate that new information with their prior learning (Lei 2010a, 2010b). High-quality field trip experiences lead to increased interest in and a deeper understanding of subject matter (National Research Council 2009).

The most effective field trips will include careful preparation for before, during and after the field trip itself. Kansas Early Learning Standards aligned with this activity will vary widely depending on how you carry out the event especially Social Studies Standard. Plan out which standards you wish to target before, during, and following up from your trip.

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