

**University of Pittsburgh  
School of Education**

**Lesson Plan**

**Prekindergarten Practicum / Fall Term**

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**School/District: Carnegie Mellon Children's School**

What is the big idea that includes your lesson?

**Pumpkins come from a small seed that grows in the ground and can be made into a variety of goods.**

Lesson Objective(s)

Standards

Standard 9.4 Aesthetic Response to Art: student will respond to works of art by expressing feelings.

Standard 1 Reading, Writing, Speaking and listening 1.6.K.A: Listen and respond appropriately to others in small and large group situations.

1.6.K.B: Speak clearly enough to be understood by all audiences using appropriate volume. Share stories, familiar experiences and interests, employing gestures where appropriate.

**Materials Needed for Lesson**

- **flute**
- **pumpkin and pumpkin jar**
- **real pumpkin**
- **a bag of pumpkin seeds to show the students**
- **a large piece of orange paper to tell the cut and tell story**
- **the book "Too Many Pumpkins by Linda White**
- **baking soda**
- **food coloring**
- **vinegar**

**Environmental arrangement:** 21 students are seated on the "rainbow rug" with specific seating placements via the seating chart located on the wall of the circle time area. Harry sits in the front row all the way to the right if one is looking at the smart board. The teacher usually sits in front of the group perpendicular to the wall with the smart board.

**Lesson Launch**

The teacher will have the students sit in a circle and start with a movement activity before listening to a story during circle time. The students will sing the song "who stole the pumpkin from the pumpkin jar."

The teacher will go over the song twice and have the students repeat after the teacher. (The beat will be pat on the legs and clap with hands) There will be a small pumpkin inside a jar that the students will be passing along as we sing the song. The goal is for all of the students to have a change with the pumpkin jar. After everyone has had a turn in the circle the teacher will tell the students that at the sound of the flute they need to quietly find their way back to the colored rug facing the teacher before the music ends.

In order to bring the students into the book of today, the teacher will recite a small cut and tell story that involves student participation. The basis of the story is a small old woman who is looking to make a house in the woods. She cuts out a door and two windows and even makes a small door for her other friends. The teacher will open up the paper to reveal one pumpkin house. However, the little old woman decides that she doesn't want one pumpkin house but many pumpkin houses for all of her friends to live in during the winter. She consults her secret ingredient book and has the children help her chant a short pumpkin spell.

***Pumpkin night***

***Pumpkin bright***

***Help me make***

***More pumpkins tonight***

*The teacher will pull out a long strand of pumpkins from the pumpkin pot.*

### **Content to be taught or discussed**

The teacher will explain to the students that today they are talking all about pumpkins but before they read their book, the teacher wants them to think about where they think pumpkins come from. After conversation the teacher will explain that pumpkins come from seeds that are planted in the ground (the teacher will show the students the seeds) The teacher will then ask the students to name as many things as they can think of that are made from pumpkins (pumpkin juice, pumpkin bread, pumpkin seeds, pumpkin pie, etc.)

The teacher will read the book "Too Many Pumpkins by Linda White and then discuss the book with the students at the end.

### **Lesson Close**

The end of the lesson will be a small lesson on recognizing the word "pumpkin." The teacher will hold up the word pumpkin and ask each student to say it. If time permits, the teacher will explain the pumpkin project they will be completing during small group activity time.

## **Adaptations**

The teacher will help specific students during the “Who stole the pumpkin from the pumpkin jar” song who have a difficult time remember the words. In addition, the teacher will repeat and rephrase the “who stole the pumpkin from the pumpkin jar” song to check for understanding. During the cut and tell story, the teacher will make sure to keep her whispering voice to a minimum so Harry is able to hear everything she is saying. In addition, she will point to the visual she is using to tell the story including a picture of the little old woman who is looking for a place to find her home. The teacher will ask who/what/when/where questions during and after the book entitled “Too Many Pumpkins” to check for understanding. Harry will be asked one or two of these questions to ensure he comprehends the reading. The teacher should ask questions at the beginning, middle and end of the book to check for periodic understanding.

## **Modifications/planned variations:**

The teacher may need to task analyze the Pumpkin Song into smaller parts so students can practice memorizing and delivering their lines. For example, the teacher should start with the chunk “\_\_\_\_\_ stole the pumpkin from the pumpkin jar” the students would repeat and then the teacher would give the next chunk “Who me?” Then, the teacher would start from the beginning and they would sing the song up to the question once again to build memorization skills.

## **Extensions:**

For advanced students, the teacher may call on them to answer more difficult reading comprehension questions. In addition, the teacher may have those students spell the word pumpkin as well as read it towards the end of the lesson.

