

# A-Book-A-Week: Classroom Instruction

## Apples and Pumpkins

<b>Activity Card #1</b>	<b>Literacy Development Category:</b> Acts of Writing: Developing Print Awareness and Letter Sound Relationships
<b>Suggested Activity Order</b> <i>While A-Book-A-Week does not teach the alphabet in a systematic fashion, we do work to increase children's awareness of the letters of the alphabet and the sounds they make. Today, we work with the letter P.</i> <ol style="list-style-type: none"><li>1. Put your poster of "Peter, Peter Pumpkin Eater" on the board, then show children the cover of the book <u>Apples and Pumpkins</u>. Explain that the same sound, "p" is heard in both the poem and the title of the book. Have children quietly make the <b>p</b> sound with you.</li><li>2. Show the word cards <b>Peter</b>, <b>pumpkin</b>, and <b>put</b>. Re-read "Peter, Peter Pumpkin Eater" showing children how the word cards match the words of the poem. Then, show children how the word pumpkin appears in the title of <u>Apples and Pumpkins</u>.</li><li>3. Tape the word cards <b>Peter</b>, <b>pumpkin</b>, and <b>put</b> on the board so the letters <b>p</b> can be traced vertically in a straight line, and point to the <b>ps</b>.</li><li>4. Ask the children if they can think of other words that begin with <b>p</b>. Remember that this is a new concept for children. If they hesitate, say, "Paper begins with an p." And write open under the word card <b>put</b>.</li><li>5. Again ask if the children can think of a word that starts with the o sound. Some words that you can write for them are: <b>pencil</b>, <b>paint</b>, <b>potato</b>, <b>pin</b>, <b>poster</b>, <b>pie</b>.</li><li>6. After the words are written on the board, ask the children if they can notice anything the same about all those words.</li><li>7. Conclude by saying, "We learned about the letter <b>p</b> today like in <b>pumpkin</b> today."</li></ol>	<b>Materials Needed:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Apples and Pumpkins_book</li><li><input type="checkbox"/> Peter, Peter Pumpkin Eater poster</li><li><input type="checkbox"/> Word cards: <b>Peter</b>, <b>pumpkin</b>, <b>put</b></li></ul>

# Apples and Pumpkins

<b>Activity Card #2</b>	<b>Literacy Development Category:</b> Acts of Writing - Developing Print Awareness & Lots of Links
<b>Suggested Activity Order</b> <i>Apples and Pumpkins is a book that lends itself to lots of links. In this activity, we use the children's names (and votes) to introduce the math concept of graphing.</i> <ol style="list-style-type: none"><li>1. Tell the children that today we are going to be tasting some of the different forms of apples as foods. Show them the apples, the pie, and the applesauce.</li><li>2. Explain that after we have tasted the different foods, each of us will have to decide which form of apple we like the best.</li><li>3. Begin the tasting session.</li><li>4. Show children the chart, and explain that each of us can choose one place to record our names as a vote for our favorite apple dish.</li><li>5. As children raise their hands to tell their favorite forms, write their names on the cards, and let them paste the cards on the chart. Make sure that the first card is pasted at the bottom of the column, and other cards are pasted above one another so the height of each column is easily visible.</li><li>6. When everyone has voted, read the list of names in each column. Then, count the names in each column, and write that number above the list.</li><li>7. Ask children which column has the most votes. Point out that we can tell it has the most even without counting because it is taller.</li><li>8. Follow up materials for cooking and coloring can be found at <a href="http://www.bestapples.com/">http://www.bestapples.com/</a> This site has a section for kids that includes a coloring book. It also has a place where people have voted for their favorite type of apple. And it has an extensive list of recipes.</li></ol>	<b>Materials Needed:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Apples, apple pie, applesauce</li><li><input type="checkbox"/> Name cards</li><li><input type="checkbox"/> Chart (see supplemental materials at the end of this document for example)</li></ul>

# Apples and Pumpkins

<b>Activity Card #3</b>	<b>Literacy Development Category:</b> Artist's Craft & Language Development
<b>Suggested Activity Order</b> <p>Anne Rockwell, author of <i>Apples and Pumpkins</i>, has been writing books for very young children since 1964. She is known for using a first person narrator ("I") in present tense, creating a recount, and attending to the details important to young children. <i>Apples and Pumpkins</i> serves as a wonderful model for writing a recount, a form of writing in which time and the order of events are very important.</p> <ol style="list-style-type: none"><li>1. Re-read <i>Apples and Pumpkins</i>, pausing to write the following words on the black board when you read them: <b>When, When, until, At home, Now, On Halloween night, and while.</b></li><li>2. Explain to the children that Anne Rockwell used these words to let us know that time was passing and that events had occurred in a particular order.</li><li>3. Show children the six pictures from the <i>Apples and Pumpkins</i> activity card. Then, distribute the cards to six children, and have the class help you to arrange the children in the order in which the events occurred.</li><li>4. Next, help each child to create a sentence that explains the order of the events. For example, the child with the seeds might say, "When it is spring, we plant the pumpkin seeds." Another might say, "Now, the man is caring for the seedling." This may be challenging for the children, so give them as much support as they need.</li><li>5. When these six children are finished, select another group of six. Repeat until all children have participated.</li></ol> <p>For a related recount, check out the photographs at <a href="http://www.pumpkinmasters.com/carving.html">http://www.pumpkinmasters.com/carving.html</a></p>	<b>Materials Needed:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Blackboard</li><li><input type="checkbox"/> Chalk</li><li><input type="checkbox"/> <a href="#">Apples and Pumpkins activity card</a></li></ul>

# Apples and Pumpkins

<b>Activity Card #4</b>	<b>Literacy Development Category:</b> Lots of Links: Sizes, Numbers, and Shapes
<b>Suggested Activity Order</b> <i>As always, the pumpkin offers numerous possibilities for math-related work!</i> <ol style="list-style-type: none"><li>1. Tell children that we will be carving a jack-o-lantern today. (Remember to point to the J for Jack-o-lantern card of this month's <a href="#">alphabet</a>.</li><li>2. Next, point to the I is for Icky card, and tell the children that we will be scooping out the seeds, washing them, counting them, and cooking them.</li><li>3. Cut out the lid of the pumpkin, and let volunteers scoop out the Icky seeds.</li><li>4. After the seeds are washed, give each child a small group of seeds, and practice counting.</li><li>5. Discuss the design of the jack-o-lantern face. Remember to use shape-related words such as <b>triangle</b> and <b>oval</b> to describe the possibilities for the children.</li><li>6. Remind children of safety precautions, that only an adult should be handling the carving knife!</li><li>7. If you have Internet access in your classroom, you might want to visit <a href="http://www.thepumpkinfarm.com/jack/jackboard.html">http://www.thepumpkinfarm.com/jack/jackboard.html</a> Children can select jack-o-lantern face features and see how their finished products will look without ever lifting a knife.</li></ol>	<b>Materials Needed:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Pumpkin</li><li><input type="checkbox"/> Newspaper</li><li><input type="checkbox"/> Knife</li></ul>

# pumpkin

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# Peter

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# put

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*Sample Chart*

I Like Apples Best	I Like Applesauce Best	I Like Apple Pie Best
Jimmy Mary		