



## Story Summary

“Pumpkin orange, pumpkin round  
Pumpkin hiding, pumpkin found!”

What could be better than an autumn trip to the pumpkin patch with a cast of cat characters ready to celebrate Halloween? In bouncy rhyme, the folksy felines choose their pumpkins, wheel them home, and work together

through all the steps of carving a jack-o-lantern. With the lanterns’ spooky and cheerful faces shining bright, now is the time to dress up and head out for trick-or-treating.

**Rosanna Battigelli** was born in Camini, Italy and raised in Sudbury, Ontario. She studied Italian and French at Laurentian University before earning her teaching degree from Nipissing University. Rosanna has pursued writing full-time since 2015 and has received acclaim across several genres, including essays and short fiction. The adorably festive *Pumpkin Orange, Pumpkin Round* is her first picture book.

**Tara Anderson** is a folk artist and award-winning illustrator who trained at the Ontario College of Art and Design, known for her lively and humorous illustrations of animals. Her picture books include *That Stripy Cat*, *Rhino Rumpus*, and the award-winning *Nat the Cat Can Sleep Like That*. Tara shares a farmhouse in Tweed, Ontario, with her husband, her young daughter, and several cats.

## Links:

Kindergarten Connection—“21 Adorable Pumpkin Crafts for Kids”:  
<https://thekindergartenconnection.com/21-adorable-pumpkin-crafts-kids/>

## Pair this book with:

*Seed, Sprout, Pumpkin, Pie* by Jill Esbaum (non-fiction)

Picture Book Ages 3–6 | ISBN: 978-1-77278-092-5 | Pages: 24

## THEMES

Traditions and Celebrations

## BISAC CODES

JUV017030 JUVENILE FICTION / Holidays & Celebrations / Halloween

JUV057000 JUVENILE FICTION / Stories in Verse

JUV019000 JUVENILE FICTION / Humorous Stories

JUV002050 JUVENILE FICTION / Animals / Cats

## READING LEVEL

Lexile Measure: AD290L | Fountas & Pinnell: F

## CURRICULUM CONNECTIONS

Reading Comprehension; Visual Arts; Mathematics—classifying, Venn diagrams, patterning; Science—Living Things; Language—procedural writing

**THIS GUIDE CONTAINS:**

ACTIVITY	MAIN SUBJECT AREA	SPECIFIC SKILLS AND TOPICS
Read-Aloud	Comprehension	<ul style="list-style-type: none"> <li>• Activate prior knowledge</li> <li>• Infer, predict, make connections</li> </ul>
Pumpkins Galore!	Visual Arts	<ul style="list-style-type: none"> <li>• Cutting, gluing</li> <li>• Drawing</li> <li>• Painting</li> </ul>
Attributes Galore!	Mathematics	<ul style="list-style-type: none"> <li>• Classifying, sorting</li> <li>• Venn Diagrams</li> <li>• Patterning</li> </ul>
Planting	Science	<ul style="list-style-type: none"> <li>• Living things—plants</li> </ul>
Harvesting	Science	<ul style="list-style-type: none"> <li>• Living things—plants</li> </ul>
Carving	Language	<ul style="list-style-type: none"> <li>• Procedural writing</li> </ul>
Cooking	Language	<ul style="list-style-type: none"> <li>• Procedural writing</li> </ul>

**THE READ-ALoud**

*Pumpkin Orange, Pumpkin Round* is an excellent book to launch an October pumpkin unit, leading up to Halloween.

**Learning expectations:**

Students will:

- identify reading comprehension strategies (e.g. activate prior knowledge, infer, predict, make connections) and use them before, during,

and after reading to understand texts

- use reading behaviors to make sense of familiar and unfamiliar texts in print (e.g., use pictures; use knowledge of oral language structures and a few high-frequency words)

**You Will Need**

- *Pumpkin Orange, Pumpkin Round*

**How To:**

**Before Reading**

Show the cover and read the title, pointing to the orange coloring of the pumpkin and tracing the roundness of the circle it makes with your finger as you do so. Ask, “What does this picture make you think of? Does it make you think of Halloween?” Look at the front endpapers. “Why are the kitties all dressed up? What are they dressed as?”

**During Reading**

**First spread:** Read with lots of expression.

**Second spread:** Point to the relevant parts of the illustration as you read, animating the word “rolling” by tracing your finger repeatedly around the rolling pumpkin.

**Third spread:** Point to the relevant parts of the illustration as you read.

**Fourth spread:** After reading, ask, “What were the kitties doing?” (Hollowing out their pumpkins.) “What do you think they will do next?”

**Fifth spread:** Encourage students to check their predictions.

**Sixth spread:** Point to the lit pumpkins on the words “gleaming” and “glow,” and to the one on the right on the word “glaring.”

**Seventh through eleventh spreads:** Read expressively.



Rosanna Battigelli, illus. Tara Anderson  
*Pumpkin Orange, Pumpkin Round*

**AFTER READING**

- On a subsequent reading, pause before the last (rhyming) word on each page and invite students to chime in.
- Demonstrate how a child who does not yet read independently (but can do one-to-one matching) can read this book cooperatively with an adult or older child. Have a child sit next to you in front of the class. Hold the book so that both the class and the child volunteer can see it. Ask the volunteer to point to the words as he/she reads. The child volunteer should be able to read the word “pumpkin” every time it appears, and predict the last word on most pages because it rhymes. The adult supplies the other words as needed. On most pages, this might be three words. Some pages are more predictable and the child may be able to do more. If possible, arrange for each student to read the book cooperatively one-on-one with an adult volunteer. Be sure the volunteer understands that the child is not expected to sound out any words. The goal is for the child to point to the words and to gain confidence in being able to say some of them. For children who are not able to point to the words, this can still be a fun and valuable experience just reciting the book cooperatively.
- Invite students to respond, prompting as needed. “Will you dress up for Halloween? What costume do you plan to wear? Have you ever gone trick-or-treating? Did anyone try to scare you? What do you do when you get home?”
- By the end of the book, it’s clear that the kitties are a family. What clues were there early on that this was the case? Leaf through the pages in order looking for these clues. Invite students to share how their family celebrates Halloween. Do they carve a pumpkin together? Does someone stay home and give out candy while the children go trick-or-treating? Do neighbors get together? What does Halloween look like for families who live in apartments or in isolated areas? Instead of trick-or-treating, do families visit the fire station, the community center, or another public space for special activities?
- Invite students to retell in their own words the narrative that is depicted in the illustrations.

## ACTIVITY 1: PUMPKINS GALORE!

*Pumpkin Orange, Pumpkin Round* is a worthy addition to the “Pumpkin” unit that is a fall tradition in many kindergarten and primary classrooms. Here are some fun crafts to get you started.

### Learning Expectations

Students will:

- create two-dimensional and three-dimensional works of art that express feelings and ideas inspired by personal experiences

### You Will Need

- *Painted Pumpkins*: paints, brushes, containers, paper, pencils, scissors
- *Cut-Out Pumpkins*: construction paper, paper scraps, scissors, glue
- *Faces on Fruit*: fruit, permanent markers or acrylic paints
- *Bag Faces*: paper bags, scrap paper, scissors, glue, markers, green chenille stems
- *Cardboard Roll Pumpkins*: cardboard rolls, orange tissue paper, green chenille stems
- *Yogurt Cup Pumpkins*: small, empty yogurt cups, orange and green construction paper, googly eyes, glue, markers

### How To:

1. *Painted Pumpkins*: At the paint center, provide red and yellow liquid tempera paint, spoons, large brushes, and small empty containers. Encourage students to experiment with mixing the two colors together until they get a shade of orange that they like. Tip: It’s easier and less wasteful to begin with a spoonful of yellow and then add small amounts of red, mixing between additions, until the desired shade is acquired. Instruct students to write their name in one corner, then paint an entire sheet of heavy art paper with the paint color they have created. When the paint is dry, students will need to draw a large pumpkin shape on the *back* of their paper. It’s natural for young children to draw a small object right in the middle of their paper. Encourage students to maximize their use of

- the large paper by demonstrating: Place a large paper, like the one they will be using, on the chart stand. Tell them the goal is to draw “a giant pumpkin, bigger than your head!” Have a few students come forward to trace a giant pumpkin on the paper with their finger. Ask, “Can anyone make a bigger pumpkin?” Have one student draw a large pumpkin in pencil. Cut it out and show them how it looks when turned to the painted side. When students get their own papers, encourage them to practice with their finger to trace the intended size. Students will then draw and cut out their pumpkins, or an adult may cut them out. Some children will still make smallish pumpkins, so reassure them that just as people come in all sorts of sizes, so do pumpkins, and that’s ok. They will need to re-write their name on the cut-out. Invite students to decorate the painted side by adding construction paper cut-outs for facial features and stem. A display of these pumpkins will highlight the many different shades of orange that students have created, as well as their personal styles of faces.
2. *Cut-Out Pumpkins*: Facilitate a similar activity at the craft center, providing large sheets of construction paper for the pumpkins and scraps for the facial features and stems.



3. *Faces on Fruit*: Provide smocks to protect clothing. Allow students to create faces of different kinds of fruits and vegetables that have inedible peel, such as oranges, grapefruits, tiny pumpkins, and squash, using permanent markers or acrylic paints.

4. *Bag Faces:* Invite students to create jack-o-lantern faces on lunch-bag-sized paper bags using crayons, colored markers, and construction paper cut-outs. When finished, stuff the bags with crumpled scrap paper and twist the top of the bag tightly to create a “pumpkin stem” (secure with green chenille stem if desired). Decorate with cut-out green paper leaves and vine.
5. *Cardboard Roll Pumpkins:* Cut a cardboard roll (e.g. from paper towel) into 2” lengths. Students will stand these sections on 10” squares of orange tissue paper (or two squares stacked together for increased opacity). Gather the paper together at the top and secure with a green chenille stem. Glue on cut-outs for a face.
6. *Yogurt Cup Pumpkins:* Wrap a 1½” x 6” strip of orange construction paper (or whatever size fits your containers) around the label of a small, clean yogurt cup and glue into place. Place open-side-down on the table. Glue on googly eyes and paper cut-outs for a face. Add cut-out leaves and stem.
7. Hundreds of additional ideas can be found online by searching “kindergarten pumpkin crafts.”

- identify, describe, and extend, through investigation, geometric repeating patterns involving one attribute (e.g., color, size, shape, thickness, orientation)



### You Will Need

- *Pumpkin Orange, Pumpkin Round*
- 2 hula hoops
- a small pumpkin (hidden out of sight at first)
- paper and markers to make labels
- any items normally found in a classroom, which students may gather up to sort
- a set of attribute blocks
- painter’s tape
- a set of pattern blocks

### How To:

1. Show the cover of *Pumpkin Orange, Pumpkin Round* and read the title. Ask, “Besides a pumpkin, what else is orange?” After a few answers have been given, ask some students (or all of them) to go around the classroom and find one thing that is orange and bring it back to the meeting place. Meanwhile, place a hula hoop on the floor in the middle of the meeting place. Place a card with the word “orange” on it inside the hoop (you can make this label using orange paper or orange marker to help non-readers identify it easily). Call students back. Check that everyone’s object is, in fact, orange and allow them to place their objects inside the hoop. Place another hoop beside the first one. This one should be

### ACTIVITY 2: ATTRIBUTES GALORE!

Connect language and mathematics in these rich activities.

### Learning Expectations

Students will:

- explore, sort, and compare the attributes and properties of traditional and non-traditional two-dimensional shapes and three-dimensional figures
- identify and describe common two-dimensional shapes (e.g., circles, triangles, rectangles, squares) and sort and classify them by their attributes (e.g., color; size; texture; number of sides)
- explore and extend patterns

labelled “round” (Make this label on a round cut-out or draw a circle beside the word). Repeat the treasure hunt with round objects. Show the small pumpkin that you had concealed nearby. Ask students which hoop it should go in. This is a dilemma, since the pumpkin is both orange and round. Ask if anyone has a solution. If not, slide one hoop so that it overlaps the other, like a Venn Diagram. Place the pumpkin in the overlapping area. Now the pumpkin is in both hoops. Ask “Are there any other items in our collection that are both orange and round?” If so, have students move those objects to the intersection area. If not, invite students to think of things that might qualify and find, draw, or cut out pictures to place on the Venn Diagram.

2. Look at the illustrations of *Pumpkin Orange*, *Pumpkin Round*, including the endpapers, and choose another Halloween icon to describe, for example the witch’s hat. Guide students to think of two adjectives (one a color and one not) to describe it, such as black and pointy. Repeat the above activity using these two attributes.
3. Turn to the fourth spread of *Pumpkin Orange*, *Pumpkin Round*. Draw students’ attention to the orange bunting hanging from the trees. Elicit the idea that the bunting is made up of orange triangles. Repeat the sorting treasure hunt activity using the labels orange and triangle.
4. Bring out a set of commercial attribute blocks. Repeat the above activity using the labels “blue” and “round”. Ask if students know what a shape is called if it is round and flat like the shapes in the set. Change the “round” label to “circle” and encourage students to use that word. Repeat this activity many times over many days, using many different sorting rules, guiding students to discover some general facts about sorting the attribute blocks. For example, if the labels are a color and a shape, there is an intersection set, but if the labels are two colors or two shapes, there is not. When we sort in the ways described thus far, there are always some blocks in the set which do not belong in either hoop. See if students can come up with a sorting rule that includes all the blocks (e.g. one hoop is “blue” and the other hoop is “not blue”). Does this kind of rule ever

include an intersection set? Note that attribute blocks usually vary in thickness as well, so “thick” and “thin” can be used as sorting labels too.

5. Use painter’s tape to delineate two large intersecting hoops on the classroom floor. It’s fine if some desks or chairs end up inside the hoops. Gather students in a meeting area that is outside the hoops and invite students to respond to your sorting prompts. E.g. “wearing blue jeans” and “wearing red t-shirts”. Students wearing blue jeans would stand in one hoop, while students wearing a red t-shirt would stand in the other. Students wearing both would stand in the intersection set and students wearing neither would stay at the meeting area. Other prompts can refer to students’ interests or other attributes, such as “likes to ride a bike” and “has a pet”. Be sure to use prompts that are positive and eventually include everyone.
6. Set up an activity center at which students are encouraged to sort attribute blocks and classroom objects into the hoops in a variety of ways and to write their own labels. If possible, make or buy table-top-sized hoops to increase the number of children who can participate at a time.
7. Sorting activities lead very naturally into patterning activities. Using pattern blocks to begin with makes sense. Creating patterns using pattern blocks is relatively easy because the pieces that are the same shape are also the same color. Some children may be ready for an extension activity using attribute blocks or found objects, in which they make “tricky” patterns using non-identical items and have others guess the pattern rule. Example: something orange, followed by something that is a triangle, followed by a different orange object, then a different kind and color of triangle, repeated several times. It may not look visually like a pattern, but the clever guesser will discern that the pattern is orange, triangle, orange, triangle. Searching for non-obvious common attributes is an excellent mental exercise, akin to older students searching for common factors among numbers. Gently nudge students forward from simple AB patterns to ABC, AAB, ABB, AABB, and (as enrichment) ABAC. Steer them away from ever-lengthening pattern cores such as ABCDE, which are not particularly useful.

### ACTIVITY 3: PLANTING

Watching as a dry seed becomes a living plant is a powerful experience for children and helps them understand where food comes from.

#### Learning Expectations

Students will:

- investigate and compare the basic needs of living things, including the need for air, water, food, warmth, and space
- germinate seeds and record similarities and differences as seedlings develop

#### You Will Need

- a few packets of pumpkin seeds (or seeds saved from a previous year's jack-o-lantern)
- clear plastic disposable cups
- paper towel
- potting soil
- pebbles
- *optional*: paper towel, cotton rag, elastic band, airtight container

#### How To:

1. Make a plan. If your school has a garden, or access to one, it would be ideal to work in spring with the students you will teach in the fall (or at least allow them to watch). That way, students might eventually harvest pumpkins they had planted. But since that will be impossible for most of us, we can still help students see most of the life cycle by planting seeds indoors as soon as school resumes in the fall, and then taking them to see a garden or pumpkin patch at harvest time.
2. Presoak all the seeds for 24 hours before planting. Have students watch as you do this.
3. *Optional*: You can speed up the germination process considerably and increase the probability of success by pre-germinating the seeds. After soaking, wrap groups of about 15 seeds in damp paper towel and then

in a cotton rag. Bind tightly with string or elastic and place in an airtight container (e.g. an empty margarine tub). Check daily to make sure the paper towel is still damp. Check the seeds after 3–4 days. If the seeds are viable, several will have begun to germinate. You will be able to see an emerging root at the pointed end of these seeds. If you have at least enough germinating for each student to have one, you may begin the next steps. Re-wrap and moisten the ungerminated seeds. Seeds that have barely germinated may also be rewrapped to wait until there are enough to go around. Every day or two, remove any newly germinated seeds and have students add them to their cups.

4. While seeds are still soaking or pre-germinating, have students prepare their cups. Give each student a clear plastic cup and have them place a few small pebbles in the bottom for drainage and stability. Help students to line the sides of their cups with a folded sheet of paper towel. The paper towel is not essential, but it makes it easier to place the seeds where they will be visible.



5. Prepare a “potting bench,” a table protected with a plastic tablecloth or newspapers, equipped with an open bin of dampened potting soil and spoons. Have students fill their cups with soil so that the paper towel is between the soil and the clear plastic cup.

6. Have students place 3–4 (preferably pre-germinated) seeds in between the paper towel and the cup, rather than in the soil. This will allow them to see the roots as they emerge from the seeds. It is possible to achieve this without the paper towel if you are careful to place the seeds right against the cup. If the root is more than 1/8" long, care must be taken not to break it.
7. Encourage students to care for their seeds by providing the necessities of life: water (not too much!), sunlight (a windowsill), space (not too close to neighbors once leaves emerge). Plants also require nutrients from soil. The potting soil may contain some of these. Students can add more by placing a spoonful of compost on top of the soil, if available.
8. Have students draw what their plant looks like each day in a diary, and measure and record its size.
9. Extend this activity with plant-related tasks appropriate to your grade, such as labelling the parts of a plant, drawing the life cycle of a plant, and listing the things that plants need.



10. If you live where temperatures drop below freezing in winter, fall-planted pumpkin seeds will not bear fruit and will eventually need to be composted. If your winters are warm, you might be able to find a place in which to transplant the seedlings. They will outgrow the cup very quickly

and cannot be kept indoors to the fruit-bearing stage, nor can they be kept in a large planter because they need so much space.

11. If you were able to do this activity in the spring, make arrangements to have the plants cared for over the summer and into the fall when they will hopefully bear fruit.

## ACTIVITY 4: HARVESTING

The traditional fall visit to the pumpkin patch takes on fuller meaning when it's part of the whole life cycle.

### Learning Expectations

Students will:

- describe the changes that different plants undergo in their life cycles
- describe the different ways in which plants are grown for food
- estimate, measure, and record the mass of an object
- estimate and measure height and distance, using standard units

### You Will Need

- *Pumpkin Orange, Pumpkin Round*
- a class trip to a pumpkin patch or to the school or community garden where you have been growing your pumpkins
- ruler, flexible tape measure, scale

### How To:

1. Visit a local garden or pumpkin patch.
2. Examine the size of the vines. Measure them if possible and compare to the size of the plants grown in the classroom.
3. If possible, show pumpkins at varying stages of ripeness.
4. Encourage students to ask questions.
5. Take one or more pumpkins back to the classroom. Measure (height and circumference) and weigh them.
6. Compare this experience to the first three spreads of *Pumpkin Orange, Pumpkin Round*.





## ACTIVITY 5: CARVING

Use your pumpkin-carving activity to introduce an important text form: procedural writing.

### Learning Expectations

Students will:

- identify the main idea and some additional elements of texts (e.g., procedure: goal, materials, method)
- recognize simple organizational patterns in texts of different types and explain, initially with support and direction, how the patterns help readers understand the texts (e.g., numbered steps help the reader follow a procedure or set of instructions correctly)
- identify and describe the characteristics of a few simple text forms, including informational texts such as a “How-to” book (e.g., materials listed in order of use, numbered steps, labels, diagrams)

### You Will Need

- *Pumpkin Orange, Pumpkin Round*
- chart paper, markers
- pumpkin, knife, several large spoons
- paper and pencils
- ballpoint pen, permanent marker
- battery-operated tea-lights

### How To:

1. Turn to the sixth spread of *Pumpkin Orange, Pumpkin Round* and read it aloud.

2. Draw attention to the word “glaring” and ensure students know what it means. Point to each of the jack-o-lanterns and invite students to identify what it is about the faces that gives the impression of glaring. Note the glaring mouths on the two pumpkins on the left page. On the right-hand page, note how the illustrator cleverly placed a kitten inside the pumpkin. Its dark fur gives the impression of pupils in the eyes and a cavernous throat in the mouth so that the pumpkin appears to be glaring in spite of the upturned corners of the mouth. If possible, show pumpkins at varying stages of ripeness.
3. Invite students to make their best glaring face. Commend anyone who furrows their eyebrows, and any other glaring features you see. Invite students to turn to one another and show off their glares.
4. Turn back one page to the fifth spread. Here we see a mini set of instructions to carve a pumpkin embedded in the rhyme. Write the title “How to Carve a Pumpkin” on chart paper. Read the page. Invite students to identify the first step (drawing) and guide them in rewording it into an instruction (e.g. 1. Draw a face on paper). Repeat with the second step (e.g. 2. Trace the face onto the pumpkin) and the third (e.g. 3. Carve the face). Write these numbered steps on the chart paper, beginning about half-way down. Elicit the idea or tell students that these are the instructions, steps, or how-to, and write one of those words as a subtitle above the steps. Draw attention to the fact that instructions are written in the imperative and begin with a verb (Draw. Trace. Carve.). You will want to use child-friendly language to describe this grammar. E.g., “An instruction tells the reader what to do.” Ask, “If we wanted to actually carve a pumpkin, what would we need?” Collaboratively with students, make a list of materials and write the list above the steps, under the subtitle “Materials” or “You will need”. This list could include pumpkin, paper, pencil, knife, scoop. Turn to the back endpapers and read to students the set of instructions included there. Tell students you are going to make a jack-o-lantern together, beginning with the first two steps described there.
5. Cut the top off your pumpkin and place the pumpkin at an activity cen-

ter where students will scoop out the seeds and pulp. Save and air dry enough of the seeds to plant next year. Roast the rest, if desired.

6. Refer to the set of instructions you created with students. Tell them it's time to follow step 1 (draw). Provide students with pencils and paper and invite them to draw a glaring jack-o-lantern face. Invite students to bring their finished drawings to the meeting area and hold them up so you can see them. Refer to your "How to Carve a Pumpkin" chart and point out that the students have completed step 1 (draw). Invite them to help you read step 2 (trace). Choose a child's drawing and use it to trace one eye. Do this by holding it up to the hollowed-out pumpkin and tracing over the child's pencil marks with a ball-point pen, pressing just hard enough to make an impression in the skin of the pumpkin. Choose another drawing for the other eye and continue in this way until the entire face is traced including eyebrows. Trace over all the impressions using a permanent marker so the children can see the face.
7. Refer to step 3 of your chart-paper instructions (carve) and carve out the features while students watch. Place one or more battery-operated tealight candles inside.
8. If your students will be learning to write procedural texts at some point, this will serve as a solid introduction, from which you can teach them features of procedural text (e.g. a title which contains the goal, materials, instructions, labelled diagram) and have them practice reading and writing a variety of such texts, such as the recipes in the next section. They will also be able to hunt for and detect procedures embedded in prose and poetry as in this book and rewrite them as a set of instructions as we did here.



Rosanna Battigelli, illus. Tara Anderson  
*Pumpkin Orange, Pumpkin Round*

## ACTIVITY 6: COOKING

These instructions are set out in such a way as to facilitate the teaching of procedural writing through a gradual release of responsibility. For very young children, you might wish to ignore those references and just make the recipes.

While all varieties of pumpkins are edible, it is not recommended to use your jack-o-lantern to make food. Once carved, it may quickly (within 2 hours) develop bacteria, mold or other pathogens that are not safe to eat. And most people agree that the varieties normally used as jack-o-lanterns are just not very tasty. These concerns can be overcome by cooking the pumpkin immediately after carving, and adding sufficient spice to add flavor. But most educators will probably prefer to dispose of their spent jack-o-lanterns in other sustainable ways such as by composting or by donating to a local farmer as a special treat for livestock. A small, safe, tasty pie pumpkin is the fruit of choice for these recipes.

## Learning Expectations

Students will:

- identify the main idea and some additional elements of texts (e.g., procedure, goal, materials, method)
- recognize simple organizational patterns in texts of different types, and explain, initially with support and direction, how the patterns help readers understand the texts (e.g., numbered steps help the reader follow a procedure or set of instructions correctly)
- identify and describe the characteristics of a few simple text forms, including informational texts such as a "How-to" book (e.g., materials listed in order of use, numbered steps, labels, diagrams)
- write short texts using several simple forms (e.g., a recipe describing the procedure for cooking a favorite food)

## You Will Need

- one or more pumpkins
- oven, baking sheet, food processor, measuring cups, plastic zip bags
- chart paper and markers
- various ingredients and cooking equipment as described below

## How To:

1. *Prepare the pumpkin:* The pumpkin can be roasted whole or cut in half to retrieve the seeds first. Some seeds can be saved to plant another year, and some can be roasted for eating (cooked seeds will not germinate). Either way, pierce the flesh deeply several times to allow steam to escape during roasting. Place pumpkin on a baking sheet and roast at 350°F for 45–60 minutes, until a fork pierces the skin easily. Allow to cool. If the pumpkin was roasted whole, cut it in half now and scrape out the pulp and seeds. Peel off the skin and cut the flesh into small chunks. Purée in a food processor and measure out into the amounts needed for your intended recipes. Place each amount into a plastic zip bag, labelled with the name of the recipe. Refrigerate any that you will cook within the next day and freeze the rest. You could use cans of pumpkin purée instead, but students would miss the connection between the familiar round fruit and the purée it produces.
2. *Pumpkin soup (shared reading of a procedure):* Post the recipe in a format similar to your “How to Carve a Pumpkin” procedure. Cooperatively with your students, read and follow the recipe. Equipment: measuring cups and spoons, skillet, blender, large soup pot, stirring spoon; Ingredients: 1 medium onion, 1 clove garlic, 2 Tbsp butter, 1 tsp mild curry powder, 1½ cups chicken broth, 3 cups pumpkin purée, 2 cups milk, 1 Tbsp brown sugar, ¼ tsp salt; How-to: 1. Cook the onions and garlic with curry powder in the butter over medium heat, until soft. (You may want to do this step at home and bring the pre-cooked result to school for the students to add.) 2. Place cooked onions and garlic in blender. 3. Pour in enough of the chicken broth to just cover the onions and garlic and purée until smooth. 4. Add remaining chicken broth and pumpkin to

blender. 5. Blend (adding in some of the milk if necessary). 6. Pour into soup pot. 7. Add remaining ingredients to pot and place over medium heat, stirring until heated through. Makes about 26 2-oz. servings. Can be made vegan by using vegan margarine, vegetable broth, and coconut milk.

3. *Pumpkin Cookies (shared writing of a procedure):* Set out in order everything you will need (ingredients and equipment). Write the title “How to Make Pumpkin Cookies” on a chart. Cooperatively with your students, make a list of required equipment and ingredients on the chart. Write “Steps” or “How-To” as the next sub-title and invite students to suggest what the next step should be. Write down their suggestions (or have them do it if they are able), supplying the correct quantity of each item and only redirecting if truly necessary. Follow each suggested step as you go, prompting for more detail in subtle ways towards success (e.g. “So when you say to add the flour, do you mean to put it in this separate bowl with the other dry ingredients?”). Equipment: 2 bowls, hand-mixer or stand-mixer, 1 large wooden spoon, 2 dessert spoons, measuring cups and spoons, parchment paper, baking sheets; Ingredients: 1 cup butter (softened), 2 cups sugar, 1 egg, 1 cup pumpkin purée, 2½ cups flour, 2 tsp baking soda, 1 tsp cinnamon, ¼ tsp salt; Method: In one bowl, beat together first four ingredients. In another bowl, stir together remaining ingredients. With a wooden spoon, mix dry ingredients into wet. Using 2 dessert spoons, drop spoonful of dough onto parchment-lined baking sheets, about 4” apart to allow for spreading. Bake at 400°F for 12–15 minutes. Revisit your shared procedure and have students identify its parts (title, materials, steps).
4. *Pumpkin Tarts (guided writing of a procedure):* If possible, recruit another adult to lead the cooking while you circulate to guide the writing. The mixing can be done at the front of the classroom while students are at their desks or tables recording what is going on. Prompt students to write a title (e.g. “How to Make Pumpkin Tarts”) and the subtitle “You will need”. You or a volunteer could write these titles on a chart at the same time, to help students who may need it. Have someone hold up each ingredient. Tell everyone how much of each is needed. Direct stu-

dents to add each ingredient to their lists while you or a volunteer records it on the chart. Next, direct students to write the subtitle “Steps,” “How-to,” or “Method”. They will then record numbered steps as the cooking proceeds. Remind them that the steps should begin with a verb and be written in the imperative (tell the reader what to do). This recipe makes enough to fill 24–30 frozen tart shells. Adjust amounts as needed for a different number of tarts. You’ll need 24–30 tart shells, 3 large eggs, 2 cups pumpkin purée, 1 c. brown sugar,  $\frac{3}{4}$  tsp. salt, 1 tsp. cinnamon,  $\frac{1}{2}$  tsp. ginger,  $\frac{1}{4}$  tsp. nutmeg and  $1\frac{1}{4}$  cups evaporated milk. Using a hand mixer and large bowl, or a blender, beat together all ingredients except tart shells. Pour mixture into thawed tart shells and bake at  $350^{\circ}\text{F}$  for 40–45 minutes or until set. Cool. Top with whipped cream. Have students add a labelled diagram of a finished tart to their procedures. Labels could show the shell, pumpkin filling, and whipped cream. Have a student volunteer draw a similar diagram on the chart.

5. *Pumpkin Muffins (independent writing of a procedure)*: There are many recipes for pumpkin muffins in cookbooks and on the internet, but if you have never tried assembly line cooking with your students, muffins are a good thing to start with, as they are more forgiving than some other baked goods. Here’s how: Each student will need a plastic cup, a popsicle stick for stirring, and a name flag. To make name flags, cut up a class list and glue each name to one end of a toothpick. Combine 1 tsp salt, 2 tsp cinnamon,  $\frac{1}{2}$  tsp nutmeg, and  $\frac{1}{2}$  tsp ginger together and call this mixture “spice mix.” Beat 3 eggs together using a blender (a small smoothie maker is perfect for this), right before the activity. Set out all ingredients in a line like a buffet, in this order: 2 cups pumpkin purée,  $1\frac{1}{4}$  cups oil, 3 beaten eggs, 2 cups brown sugar, 4 cups flour, 3 tbsp baking powder, and your spice mix (described above). This should give you enough for 24 students plus extra of each ingredient to allow for spillage and measuring errors by your young cooks. An adult could make a few more muffins at the end so that the extra does not go to waste. Next to each ingredient, place a sign indicating the amount required (see below), and an appropriate measuring spoon. Instruct students about the importance of filling

the spoon completely (hint for liquids: tip the container slightly with one hand while holding the spoon with the other), and supervise them to ensure they try to do so, but it’s fine if each student’s batter has a unique consistency. For dry ingredients, provide a popsicle stick to level the ingredient off. The amounts for each individual muffin are: 1 Tbsp. pumpkin purée, 2 tsp. oil, 1 tsp. beaten egg, 1 Tbsp. brown sugar, 2 Tbsp ( $\frac{1}{8}$  cup) flour,  $\frac{1}{4}$  tsp. baking powder, and  $\frac{1}{8}$  tsp. spice mix. Place signs prompting students to mix after the addition of the sugar and again at the end. Once students have mixed their batter, they can scrape it into a paper muffin cup and stand their name flag in it. If it seems too dry, stir in 1 tsp milk or water first. Place muffin cups in a muffin pan and bake at  $400^{\circ}\text{F}$  for 18–20 minutes. While waiting for muffins to bake have students write, independently or with guidance, a procedure for how to make a pumpkin muffin.

6. *Extension*: have students write a procedure for how to make or assemble their Halloween costume.

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