Fabulous Fall Fruits and Vegetables

- Pears
- Bananas
- Melons
- Apples
- Fruit Salad
- Dried Fruit
- Pumpkins
PEARS

- Pears contain a little vitamin C, mostly concentrated in the skin. Pears are also a good source of fiber.
- The peak harvest season for pears is August through October.
- Purchase or pick unripe pears and allow ripening to take place at room temperature.
- Pears are 80 percent water and, therefore, are excellent thirst quenchers.
Nutrition Activity—Tasting Pears

Objective: Children will develop an awareness that a pear is a fruit and by using their senses will be able to compare the characteristics of pears.

Materials:

- Whole Pears
- Basket/Bowl
- Cutting Board/Tray
- Place Mats
- Knife/Spreader Knife
- Tongs

1) Bring out a variety of washed pears. Name them, explore and compare their outsides (stem, shape, color, etc.). Tell the children that pears are a fruit. Show pictures of pears grown on trees, if you can.

2) Cut pears into slices.

3) Compare characteristics of pears.

4) Take time to notice the differences.

5) Taste and explore.

Related Activities or Ideas

- Poached pears
- Pear juice
- Pear sauce
- Baked pears with granola topping
- Fresh and canned pears (compare)

Mathematics

Learning Experiences:

Classification (same or different)
Comparison (shape and size)
Characteristics

Questions to Support Mathematics Experiences:

What makes these pears the same or different (color, size, shape)?
What kind of pear is the biggest, tallest, or fattest?

Science

Learning Experiences:

Exploring
Sensory awareness

Questions to Support Science Experiences:

How do pears feel to the touch? Do they all feel the same?
Which kind of pear is the hardest or softest?
Which kind of pear do you like the best?
Which kind of pear is the sweetest?
How are these fresh pears different from the ones we eat from a can?
What is the texture of an overripe pear?
Literacy

Vocabulary Builders:

<table>
<thead>
<tr>
<th>Bruise</th>
<th>Fruit</th>
<th>Juicy</th>
<th>Stem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>Grainy</td>
<td>Pear</td>
<td>Texture</td>
</tr>
<tr>
<td>Crisp</td>
<td>Half</td>
<td>Smooth</td>
<td>Whole</td>
</tr>
<tr>
<td>Crunchy</td>
<td>Hard</td>
<td>Soft</td>
<td></td>
</tr>
</tbody>
</table>

Kinds of Pears:

<table>
<thead>
<tr>
<th>Anjou</th>
<th>Bosc</th>
<th>Forelle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>Comice</td>
<td>Red Bartlett</td>
</tr>
</tbody>
</table>

Books:

*Eating the Alphabet* by Lois Ehlert (1996)
*Too Many Pears!* by Jackie French; illustrated by Bruce Whatley (2003)

Activity to Support Literacy

Share with children that the word *pear* rhymes with many words.

“That means they sound alike. Listen carefully to hear the words that rhyme with *pear.*”

“Let’s go to the fair and share a pear.”

“What word did you hear that sounds like *pear*?”

Continue making more pear rhymes. Put your rhymes to music.

Examples of rhyming words: *care, hair, tear, wear, bear, square, fair, mare, rare, stair, and stare.*

*Song:* “Eat a Pear”
Bananas are a great source of potassium, a mineral that is lost through sweating during play and other activities.

Bananas are easy to digest, which is why they are one of the first fruits introduced to infants.

To speed up the ripening process, place bananas inside a paper bag.
Nutrition Activity—Tasting Bananas

**Objective:** Children will develop an awareness that a banana is a fruit and discover three ways to eat a banana (whole, sliced, or mashed).

**Materials:**
- Whole Bananas
- Knives
- Plates
- Forks
- Cutting Board/Tray

1) Purchase different kinds of bananas, if possible. Buy some that are ripe and some that are still green.

2) Observe the ripening process throughout the week. Put a ripe banana in the refrigerator to observe changes.

3) When they are ripe, explain to the children they will be peeling the bananas and may slice or mash them before eating.

4) Demonstrate peeling, slicing, and mashing of bananas. Then allow children to peel, slice, or mash their bananas. Let them eat and enjoy.

**Note:** If the bananas are large, cut them in half and give each child a half of a banana to explore.

Related Activities or Ideas
- Frozen bananas on a stick, a banana dipped in yogurt or pureed fruit
- Banana muffins or bread
- Smoothies (See the “Summary of Spring Snacking” section for the recipe.)
- Banana butter (mashed banana, peanut butter, cinnamon, and vanilla)

**Mathematics**

**Learning Experiences:**
- Counting
- Comparison (size and shape)
- Representation

**Questions to Support Mathematics Experiences:**
- How many sections does your banana have?
- How many banana slices do you have?
- Which banana is the longest or fattest?
- What shape is a whole banana (crescent like the moon)?
Science

Learning Experiences:
- Ripening/maturation
- Sensory awareness
- Comparison (taste and texture)

Questions to Support Science Experiences:
- How do you know when the banana is ripe and ready to eat?
- How many days did the banana take to ripen?
- What does the outside of the banana feel like?
- What happens if you use your fork to mash a banana?
- How many more spots does the banana have today than it did yesterday?
- When bananas have spots, how do they taste and feel different?
- How do bananas grow?
- Can you find the seeds in the banana?

Literacy

Vocabulary Builders:
- Banana
- Knife
- Ripe/ripen
- Crescent
- Mash
- Round
- Fork
- Maturation—ripeness
- Shape
- Fruit
- Peel
- Smooth

Kinds of Bananas:
- Cavendish *(The yellow banana sold in the supermarkets)*
- Finger bananas
- Plantains
- Red bananas

Books:
- *I Eat Fruit!* by Hannah Tofts; illustrated by Rupert Horrox (2001)
- *I Want My Banana/Quiero mi plátano* by Mary Risk, Alex De Wolf, and Rosa Martin (1996)

Activity to Support Literacy

On chart paper, write out:

```
Ba-na-na
1  2  3
```

Together, clap out the syllables of the word. “How many do you hear?” Point and count with children.

Repeat activity.

Clap and count out the syllables in each child’s name as you transition to the next activity.

Song: “Bananas Are My Favorite Fruit”
Melons

Melons are a great source of vitamin C, and the orange varieties are also a good source of vitamin A.

Melons are generally low in calories.

Leaving a melon at room temperature will make it softer and juicier.

Always thoroughly wash and scrub the outside of melons.

Refrigerate leftover cut melons.

CAUTION:
If watermelons are used in the activity, remove the seeds or use the seedless variety.
**Nutrition Activity—Exploring Varieties**

**Objective:** Children will develop an awareness that melons are fruits and will be able to describe similar and different characteristics.

**Materials:**

- 3-4 Kinds of Melons
- Bowl for Seeds
- Cutting Board/Tray(s)
- Place Mats
- Knives/Spreader Knife
- Bowls
- Tablespoons
- Tongs

1) Bring out a variety of washed and scrubbed melons.

2) Have the children touch the outside of melons and compare the textures (encourage thumping).

3) Name the varieties of melons and have the children guess the color of the inside before you cut each one.

4) Cut the melons and let the children help scoop the seeds.

5) Cut into wedges for the children to eat and compare the tastes of the different melons.

**Optional:** Older children could also cut off the rind, cut the melon into pieces, and put them in a bowl for a melon salad (or use a melon baller).

**Related Activities or Ideas**

- Cantaloupe slushes (Blend cantaloupe, banana, and orange juice in blender.)
- Frozen melon pops
- Melon ball salad

**Mathematics**

**Learning Experiences:**

- Characteristics/shapes
- Fractions
- Counting

**Questions to Support Mathematics Experiences:**

What shape is the melon?

What will it look like when we cut it?

How many pieces will we have after we cut it again (and again . . .)?

Which melon will have the most seeds? Which melon will have the biggest seeds?

Are all the seeds the same size?
Science
Learning Experiences:
- Comparison
- Predicting
- Sensory awareness

Questions to Support Science Experiences:
- How does the outside of the melon feel?
- What color do you think the melon will be inside?
- What will the seeds look and feel like?
- What does the melon smell like?
- What is different about the insides of the melon?
- Which melon is your favorite?

Literacy
Vocabulary Builders:
- Fruit
- Rough
- Thumping
- Half
- Round
- Vitamin A
- Melon
- Seeds
- Vitamin C
- Rind
- Smooth
- Whole

Kinds of Melons:
- Cantaloupe
- Juan Canary
- Santa Claus
- Casaba
- Orange honeydew
- Sharlyn
- Crenshaw
- Red watermelon
- Persian
- Honeydew
- Yellow watermelon

Books:
- *The Very Hungry Caterpillar* by Eric Carle (1994)

Activity to Support Literacy

On large piece of paper, write the name of each melon at the top.

Next have the children “predict” what color they think the inside of each melon will be. Write down their predictions. After the nutrition activity, discover and document the melon’s actual color inside.

*Song*: “Sing a Song of Fruit”
It takes about five pounds of fresh apples to make one pound of dried apples.

To get the full benefit of the fiber in an apple, eat the apple unpeeled.

Raw apples are 20 to 25 percent air—that is why they float.

Apple juice has very little vitamin C naturally. It is often added.
Nutrition Activity—Tasting Apples and Making Applesauce

Objective: Children will develop an awareness that an apple is a fruit and identify which kind of apple is their favorite.

Materials:
Ingredients for Applesauce and Recipe
Paper Place Mats or Plate for Each Child
Apple Peelers (A hand crank that mounts on a table works the best.)
3-4 Kinds of Apples Towels
Colander Trays/Cutting Board
Spreader Knife Tubs for Water
Stockpot

1) Bring out a variety of washed apples, a knife, and a cutting board.

2) Cut apples into small pieces and give each child a variety (at least three kinds).

3) Taste and describe characteristics, identifying favorites. (Refer to the “Activity to Support Literacy.”)

4) Set up a table with additional apples, a tub of water, towels, and apple peelers. Have the children wash, peel, and slice apples and place them in a colander. Wash under cold running water and place apple slices in the stockpot.

5) Make applesauce. (See the recipe below.)

Related Activities or Ideas
- Apple coleslaw
- Baked apples with toppings
- Apple juice
- Dried apple slices
- Apple muffins
- Apple slices with peanut butter

Applesauce
(Makes 30 one-quarter cup servings)

4 ¼ lb. Apples ¾ tsp. Cinnamon
1 cup Apple Juice

Wash, peel, and core apples (hand crank peelers work best), or leave the apple skin on for more fiber. Cut apples into pieces and put in stockpot. Add juice, place on a stove, and bring to a boil. Reduce to a simmer. Cover and cook for 30 to 40 minutes, stirring often. Add a small amount of water, if necessary, to prevent burning. Turn off the heat and let stand for 15 more minutes. Stir in cinnamon. Serve warm or chilled.

Note: May also be cooked in a microwave. Cook on medium until apples are soft.
Mathematics
Learning Experiences:
Counting
Characteristics/shapes
Graphing

Questions to Support Mathematics Experiences:
How many apples of each color do we have?
What does the red, yellow, or green apple taste like?
Which apples are sweet? Which are tart? (Tart is when a food tastes both sweet and sour.)
What kind of apple is your favorite?
What other fruits are the same size or shape as an apple?

Science
Learning Experiences:
Floating
Sensory awareness
Cooking (washing, peeling, coring, and cooking)

Questions to Support Science Experiences:
What do you notice about the apples when we put them in the tub of water?
Why do we need to wash and not just rub an apple clean with a paper towel?
What does the apple peel taste like?
Do you like your apple with or without the peel?
What can we do with the cores?
What will we do to the apples to make them into applesauce?
How will the apples change when we cook them (color, texture)?
How long will it take to turn the apples into applesauce?
What does the applesauce smell like?

Literacy
Vocabulary Builders:
Apple    Graphing    Seeds    Sweet
Core     Juicy       Skin     Tart
Crisp    Peel/peeled Smooth Waxy
Fruit    Peeler      Star

Kinds of Apples:
Empire    Gravenstein    Red Delicious
Fuji      Idared         Rome Beauty
Gala      Jonathan       Winesap
Golden Delicious McIntosh
Granny Smith Newtown Pippin
Books:

*Apples* by Gail Gibbons (2000)

*Apple Farmer Annie* by Monica Wellington (2001)

*How Do Apples Grow?* by Betsy Maestro (1993)

*Rain Makes Applesauce* by Julian Scheer and Marvin Bileck (1964)

Activity to Support Literacy

After sampling a variety of apples, children may choose their favorite apple. On chart paper, write the varieties of the apples at the top. Using the children’s name cards, have them tape their name under their favorite variety. Add the names in each column and write the totals so children can see which apple was liked by the most children.

<table>
<thead>
<tr>
<th></th>
<th>Fuji</th>
<th>Gala</th>
<th>Golden Delicious</th>
<th>Granny Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child’s name</td>
<td>Child’s name</td>
<td>Child’s name</td>
<td>Child’s name</td>
<td></td>
</tr>
<tr>
<td>Child’s name</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Song:** “Apples and Bananas”

**Finger Play:** “Way up High in the Apple Tree”
Fruit Salad

It is important to eat a variety of different colored fruits (eat from the rainbow) because different colors represent different nutrients.

Eating the skins of some fruits adds fiber to your diet.
Nutrition Activity—Making Fruit Salad

Objective: Children will be able to name four fruits and describe their characteristics.

Materials:
- 4 Kinds of Fruits of Different Colors (Use at least one of the fruits from the previous lessons.)
- Trays/Cutting Boards (for each child)
- Knives/Spreader Knives
- Spoons (for scooping seeds)
- Bowl (for seeds and skins)
- Small Bowls (for children to put their salad in)
- Labels/Tape (with children’s names)
- Plastic Wrap

1) Provide a variety of uncut fruits (see the list on the right and on the next page).
2) Name each of the fruits. Pass them around for children to smell and feel.
3) Wash and cut the fruits into manageable pieces and distribute to the children. Give each child a tray or cutting board, knife, and bowl. Allow children to cut fruit into bite-size pieces for their bowl. Have children name the fruit in their bowl.
4) Put each child's name on a bowl.
5) Cover and serve at mealtime.

Extension: Put out a tray with small containers (film canisters work well) of various fruit scents inside. Poke holes in the lids and have children guess the smell.

Related Activities or Ideas
- Gelatin with fruit
- Smoothies (See page 120 for recipe.)

Fruit Salad
Choose a variety of fruits of different colors as each color group offers unique nutritional benefits.

<table>
<thead>
<tr>
<th>Blue/Purple</th>
<th>Green</th>
<th>Red</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackberries</td>
<td>Green apples</td>
<td>Cherries</td>
</tr>
<tr>
<td>Blueberries</td>
<td>Green grapes*</td>
<td>Cranberries</td>
</tr>
<tr>
<td>Plums</td>
<td>Green pears</td>
<td>Pomegranates†</td>
</tr>
<tr>
<td>Purple grapes*</td>
<td>Honeydew</td>
<td>Red apples</td>
</tr>
<tr>
<td>Raisins</td>
<td>Kiwi</td>
<td>Red grapes*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Red pears</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strawberries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watermelon</td>
</tr>
</tbody>
</table>

*Cut grapes to prevent choking.
†CAUTION: Seeds may be a choking hazard for young children.
### Mathematics

**Learning Experiences:**
- Comparison (size and shape)
- Counting
- Spatial Sense

**Questions to Support Mathematics Experiences:**
- Which fruit is the smallest or biggest?
- What are the shapes of the various fruits?
- How many fruits have seeds?
- Which fruit has the most seeds?
- How many different pieces of fruit slices or chunks do we have?
- How many pieces did you get out of each piece of fruit?
- Will it all fit in the bowl?

### Science

**Learning Experiences:**
- Color
- Exploring (new fruits)
- Gardening
- Sensory awareness (all five senses)

**Questions to Support Science Experiences:**
- How many colors of fruit do you see?
- Which colors will you put in your bowl?
- What does each fruit smell like before and after cutting?
- Which fruits taste or smell sweet or sour?
- Which fruits feel hard, soft, or crunchy?
- Which fruits do you think grow on trees or bushes or in the ground and so forth?
- Do you think we could grow these fruits?
- Which part of the plant do we not eat? What do you think we should do with them?

### Literacy

**Vocabulary Builders:**
- Farmers market
- Rainbow
- Vines
- Fruit
- Rind
- Vitamins
- Fruit trees
- Stem
- Garden
- Sweet

- White
  - Bananas
  - White nectarines
  - White peaches

- Yellow/Orange
  - Apricots
  - Cantaloupe
  - Mangoes
  - Nectarines
  - Oranges
  - Peaches
  - Pears
  - Pineapple
  - Yellow apples
Kinds of Fruits:
- Apples
- Bananas
- Berries
- Citrus fruits
- Grapes/raisins
- Kiwi
- Mangoes
- Melons
- Papaya
- Peaches
- Pears
- Pineapple
- Plums

Books:
- All Our Fruits and Vegetables by Pat McKissack, Michelle Dorenkamp, and Janice Hamilton (1995)
- Oliver's Fruit Salad by Vivian French and Alison Bartlett (1998)

Activity to Support Literacy

Show a variety of whole fruits for fruit salad at circle time. Draw a rainbow in pencil on the chart paper. Write names of fruits (in different colors) on the rainbow, spelling and reciting letters as you print them. Come up with additional fruits to put in your rainbow. Talk about the importance of eating fruits that are different colors.

Songs: “Juicy Fruit”
- “Choose Some Fruit”

Finger Play: “Fruit Fun”
Dried Fruit

Drying fruit changes the water content in the fruit from about 80 percent to 15–25 percent.

Most commercially dried fruit has a sulfite preservative to retain color.

Golden raisins are treated to not turn brown.

Dried fruit is concentrated and, as a result, is higher in calories than fresh fruit.

To easily cut dried fruit, spray a pair of kitchen shears with cooking spray.
Nutrition Activity—Dehydrating Fruit

Objective: Children will be able to name fruits before and after drying.

Materials:
A Variety of Fruits: Apples, Apricots, Bananas, Coconut, Grapes, Mangoes, Pears, etc.
Apple Peeler
(A hand crank that mounts on a table)
Cutting Board/Tray
Dehydrator
Knives/Spreader Knife
Scale

1) Bring out washed fresh fruit appropriate for drying.
2) Name the different fruits and what they will be called after drying (e.g., grapes/raisins).
3) Cut, peel, and core fruit as appropriate, and place on trays. Have children put the trays in a dehydrator and explain the drying process to them. Observe the process periodically and note changes.
4) Taste the dried fruit when ready.
5) Have the children match the dried fruits with the fresh counterparts.

CAUTION: Chewy, hard dried fruit may be a choking hazard for young children.

Optional: Soak dried fruit in hot water for 20 minutes to reconstitute and compare the tastes between before and after.

Related Activities or Ideas
- Use grapes of different colors.
- Make trail mix with a variety of dried fruit.
- Serve dried fruit as topping on oatmeal or hot cereal.
- Add dried fruit to muffins or bars.
- Serve fresh and dried fruits side by side at mealtime (e.g., dried apples and fresh apples).

Mathematics

Learning Experiences:
Characteristics
Time
Weighing

Questions to Support Mathematics Experiences:
How long do you think it will take for the fruit to be dried?
Which fruit do you think will be ready to eat first, second, and so forth?
How will the size and shape of the fruit change?
Do you think the fruit still weighs the same as before we dried it?

Science

Learning Experiences:
Drying/dehydrating (rehydrating)
Observation skills
Investigation

Questions to Support Science Experiences:
How and why did the fruit change?
Which fruit changed in appearance the most?
Why did some fruit change color?
Where did all the liquid or juice go?
What can we do with the fruit now that it is dried?
What does it feel like when you chew the dried fruit?
Does a fruit taste different when it is dried than when it is fresh?

Literacy

Vocabulary Builders:
Chewy        Plump        Shrink
Dehydrator   Prunes       Shriveled
Dried        Raisins      Sticky
Fruit         Rehydrate

Kinds of Fruits for Drying:
Apples        Figs         Peaches
Apricots      Grapes       Pears
Bananas       Mangoes      Pineapples
Dates         Melons       Plums

Books:
First Day in Grapes by L. King Perez and Robert Casilla (2002)
How Do You Raise a Raisin? by Pam Muñoz Ryan and Craig McFarland Brown (2003)

Activity to Support Literacy

Make up a story about going on a hiking trip, using many descriptive words for language development. Ask each child what fruits and vegetables they would put in their bag to eat on the trip. List their answers.

Put some fresh fruit in a paper grocery bag and have the children lift it. Then show a bag of dried fruit in a self-seal sandwich bag and pass around to show the difference in weight. Talk about the various fruits and how they changed after they dried.

Song: “Raisins Are Grand”
Today most pumpkins are grown for jack-o’-lanterns and are not very good for cooking.

Sweeter varieties, such as Sugar Pie, have better texture and more flavor.

Pumpkins are eaten in Japan for good fortune.

Pumpkins are an excellent source of vitamin A.

CAUTION:
Do not serve pumpkin seeds to children younger than four years old because of possible choking hazard.
Nutrition Activity—Exploring and Cooking with Pumpkins

Objective: Children will develop an awareness that a pumpkin is a fruit and be able to use a variety of measuring tools.

Materials:
- Pumpkins
- Recipe for Cooking Pumpkin (See recipe on the right.)
- Ingredients and Recipe for Pumpkin Soup (See next page.)
- Scale and Tools for Measuring (string, measuring tape, etc.)
- Knives/Spreader Knife (pumpkin knives, if available)
- Tubs of Water
- Towels
- Cutting Board/Tray
- Bowls for Seeds
- 1 Large Stockpot
- Spoons

1) Have pumpkins available in the classroom for a few days to compare, explore, weigh, and measure.

2) When the children are done exploring, let them wash and scrub the outside of the pumpkins and towel dry.

3) Cut pumpkin in half and let the children scrape out seeds and membrane. Cut into manageable pieces and have children cut into smaller pieces.

4) Cook pumpkins (See the recipe below).

5) When the pumpkins are cool enough to handle, remove the skin and puree the pumpkin pieces. Freeze extra for future use. Make pumpkin soup (or another pumpkin recipe).

Optional: Wash and toast the seeds.

Related Activities or Ideas
- Pumpkin bread or muffins
- Pumpkin soup (serve in pumpkins)
- Pumpkin stew

Cooking Pumpkin

4-5 lb. Pumpkin

Cut pumpkin in half, pull out the seeds, and scrape out the strings. Cut the pumpkin into several pieces and place them in the baking pan. Pour boiling water 1 inch deep into pan. Cover pan with foil. Bake in 375°F oven for 50-60 minutes or until soft. Drain any remaining water. Let it cool slightly. Peel off the skin.

(continued on next page)
Put the pumpkin meat through the food mill or food processor. Use it in recipes requiring pumpkin puree (e.g., pumpkin bread, muffins, pie, or soup).

**Note:** Four to five pounds of pumpkin yields about 4 cups of pureed pumpkin.

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**Pumpkin Soup**

*(Makes 24 one-half cup servings; provides one-quarter cup of vegetables)*

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Quantity/Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 T. Butter</td>
<td>½ tsp. Salt</td>
</tr>
<tr>
<td>1 cup Chopped Onion</td>
<td>2 tsp. Honey</td>
</tr>
<tr>
<td>6 cups Pureed Pumpkin</td>
<td>½ tsp. Oregano</td>
</tr>
<tr>
<td>1 (49 oz.) can Chicken Broth</td>
<td>¼ tsp. Cayenne</td>
</tr>
<tr>
<td>1 cup Milk (1% fat)</td>
<td>Pepper</td>
</tr>
</tbody>
</table>

Pumpkin Seeds for Garnish

In a medium stockpot, sauté butter and onion until slightly browned. Add pumpkin and gradually stir in the chicken broth, then the milk, salt, honey, oregano, and pepper. Slowly bring to a boil over medium heat, stirring occasionally. Reduce heat and simmer for 5 minutes.

Serve warm and top each bowl with pumpkin seeds.

**Note:** For a heartier soup, add 2 cups of diced cooked chicken.

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**Mathematics**

*Learning Experiences:*
- Measurement and tools
- Seriation (from smallest to largest)
- Weighing

**Questions to Support Mathematics Experiences:**
- How big around is your pumpkin (circumference)?
- Which pumpkin is the biggest around?
- How heavy or big is your pumpkin?
- What is the number or weight on the scale?

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**Science**

*Learning Experiences:*
- Gardening/composting
- Pureeing
- Cooking

**Questions to Support Science Experiences:**
- Where and how do pumpkins grow?
- What will happen if we plant the seeds?
- Why does one pumpkin grow bigger than another?
- What will happen to the pumpkin when we cook it?
- What should we do with the pumpkin after we cook it?
Which pumpkin do you think will have the most seeds?
What do you think the pumpkin seeds will taste like?
What parts of the pumpkin can we eat?
What will happen to the pumpkin if we don’t cook it?
How long will it last?
What will happen if we cut the pumpkin and leave it out?

Literacy

Vocabulary Builders:

- Aroma
- Big
- Bigger
- Biggest
- Bumpy
- Circumference
- Garden
- Heavier
- Heaviest
- Heavy
- Measuring
- Pumpkin
- Recipe
- Scale
- Slimy
- Smooth
- Squash
- Vegetable

Kinds of Pumpkins:

- Cinderella
- Jack Be Little (miniature)
- Jack-o’-Lantern
- Lumina (white outside)
- Orange Smoothie
- Sugar Pie
  (a.k.a. New England Pie)

Books:

- It’s Pumpkin Time by Zoe Hall and Shari Halpern (1999)
- Our Pumpkin by Renee Keeler; illustrated by Michael Jarrett (1995)
- Pumpkin Pumpkin by Jeanne Titherington (1990)

Activity to Support Literacy

Visit a pumpkin patch or create your own by purchasing pumpkins and putting them out in the yard. Let each child choose his own pumpkin. Have the children draw a picture of their pumpkin and tell their story. Write their story and compile pages into a book.

Send a pumpkin recipe home to parents.

Song: “I’m a Little Pumpkin”