

In the Pumpkin Patch

First Grade Math & Visual Arts

Adapted by: Heather Holifield

CORE SUBJECT AREA

Math

ART FORM + ELEMENTS

Visual Arts, Shapes, Texture

MSCCR STANDARDS

1.MD.4,
1.G.1,

MSCCR CREATIVE ARTS STANDARDS

VA: Cr1.2.1 Generate and conceptualize artistic ideas and work. a. Use observation and investigation in preparation for making a work of art.

VA: Cr2.1.1 Organize and develop artistic ideas and work. a. Explore uses of materials and tools to create works of art or design.

OBJECTIVES

TSW identify 2D and 3D shapes

TSW categorize shapes by type

TSW ask and answer questions using the data from a chart or graph.

RECOMMENDED RESOURCES

“The Legend of Spookley the Square Pumpkin” book by Joe Troiano Geometric shapes

LESSON SEQUENCE

Students will be in a whole group setting on the carpet as the teacher will read aloud. “We have been talking a lot about pumpkins during the season of fall. Can anyone tell me about the shape of a pumpkin? (discuss student responses and compare/relate to geometric shapes). Today we are going to read a story about a pumpkin that may have been an odd shape. I want you to listen and notice the different shapes of the pumpkins in the story.”

Students will move to tables or small groups and create his/her favorite shape pumpkin using torn paper. The teacher will model for the students how to “tear” paper and the appropriate size in which to tear the paper.

*Prior to the lesson students will observe the different sizes and textures on various real life pumpkins; the

VOCABULARY

2D and 3D shapes (identify names/types of each)
Categorize Texture Attribute/characteristic (how the word is applied to describing shapes) Math terms: how many more, how many less, how many in all, difference, sum

DURATION

30-45 minutes; 2-3 days (teacher choice)

MATERIALS NEEDED

Construction paper (orange, green, black, white which will be used for the torn paper art) glue.

Teacher made chart or graph to categorize the shapes of the pumpkins made by the students (permanent marker, bulletin board paper)

Pattern block geometric shapes (2D shapes) and geometric solids (3D shapes) *both can be purchased from Lakeshore Learning

“The Legend of Spookley the Square Pumpkin” book written by Joe Troiano

Pumpkins of different size, shape, and texture

teacher will ask students to identify the different textures (bumpy, rough, smooth, etc.)

*The teacher will read the story “The Legend of Spookley The Square Pumpkin”.

*Discuss how Spookley was different than the other pumpkins because of his shape and how it related to people being different. We always treat others the same and with respect even if we are all different.

*Review the different shapes of the pumpkins from the story; take a picture walk through the story and look at all of the different shapes of the pumpkins

*Have students model with their fingers what a circle pumpkin or triangle pumpkin would look like.. etc.

*Have students choose his/her favorite shape pumpkin and create it using torn paper; have students recognize how the torn paper creates texture by overlaying the paper and gluing the different sizes of the torn paper pieces (when creating his/her pumpkin).

*Teacher/students create a graph or categorize into groups to determine how many of each pumpkin shape the class chose to create, what was the class favorite, or which one was the least favorite of the class.

*Have students view the data or categories and determine how many of each shape, how many more of one shape than another, how many less of one shape than another, etc. using math terms/vocabulary.

Teacher choice: My class made a big pumpkin bar graph categorized by shapes of the pumpkins created by my students and it was posted outside our classroom; the teacher labeled each child’s pumpkin by writing his/her name under their pumpkin. This was “Our Class Pumpkin Patch” and was displayed during the season of fall.

EXTENDED LEARNING ACTIVITIES

Students could write math addition/subtraction facts comparing/contrasting how many of each shape pumpkin.

Students could create jack-o-lanterns and identify the 2D shapes used on the face to make eyes, nose, mouth, teeth, etc.; (My jack-o-lantern has 2 triangle eyes, 2 circle eyes, 8 square teeth, etc.)

Social Studies/LA extension: students can write about Spookley the pumpkin and how he was different in the story (we discussed the character trait “kindness” and students wrote about how he/she could be kind to someone even though they may be different than them; treat everyone the same and with respect).

SOURCES

Heather Holifield- Poplar Springs Elementary MS Learning Standards

TIPS + FREQUENTLY ASKED QUESTIONS

Model tearing/torn paper art technique (which means they do not use scissors)... HOW to tear the paper... appropriate size, etc. This lesson could be taught over a few days (read the book and create pumpkins one day, categorize and graph another day).