

**Project FOCUS
Best Lessons
FIRST GRADE**

Title of Lesson: Pumpkins

Theme: Life Science

Unit Number: 7 **Unit Title:** All About Plants

Performance Standard(s) Covered (enter code):

S1CS1

S1CS2

S1CS4

S1L1

Enduring Standards (objectives of activity):

Habits of Mind

- Asks questions
- Uses numbers to quantify
- Works in a group
- Uses tools to measure and view
- Looks at how parts of things are needed
- Describes and compares using physical attributes
- Observes using senses
- Draws and describes observations

Content (key terms and topics covered):

Life cycle of plants, plant parts, pumpkins

Learning Activity (Description in Steps)

Abstract(limit 100 characters): Students will understand the basic needs and characteristics of plants and their fruit.

Details: • Divide students into small groups; approximately 3-5 per group

- Give each student a paper towel as a place mat.
- With each group, show the students one of the pumpkins
 - o Have them count the number of lines around the pumpkins (Write on Chart, below)
 - o Have them describe the color of the pumpkins
 - o Have them work together to determine the height of the pumpkin (using blocks) (Write on chart, below)
 - o Ask them if they think there is one seed inside, two seeds inside, or several seeds inside.
- Ask the students to make an estimated guess about the number of seeds in the pumpkin
- Explain how when studying Science, if one does not know the answer to a question, one must investigate to find the answer.
- Cut open the pumpkin
- Show the students the inside of the pumpkin, have them feel inside the pumpkin. Have them describe how it feels, how it smells etc.

o Review at this time: Why do plants make seeds? How are seeds spread? What did this pumpkin grow from? Did it come from a vine? What color was the flower that the pumpkin came from?

• Ask them again how many seeds they THINK are inside the pumpkin?

o Ask each student to give an “estimate”

** Let the students write their data on the chart. It gave my students a sense of responsibility for their work and gave them experience in collecting and recording data.

o Use and explain the word “hypothesis”

o Explain again, how in Science one must TEST to find the answer to questions.

o (Write guesses on the Chart)

• Grab handfuls of seeds and divide them among the students until the pumpkin is empty of seeds

• Have them count the seeds, pulling them apart and organizing them on the paper towel.

• Add up the total number of seeds. (Write on the Chart)

• Ask the students whose guess was closest.

• Ask them if there was a difference in the number of seeds, based on the size of the pumpkin, as compared to other groups.

Chart:

| | Group 1 | Group 2 | Group 3 |
|--|---------|---------|---------|
| Number of lines | | | |
| Height of pumpkin (in blocks) | | | |
| Color of Pumpkin | | | |
| Guessed Number of seeds in the pumpkin | | | |
| Number of seeds counted in the pumpkin | | | |

Materials Needed (Type and Quantity):

- Three pumpkins, varying in size
- Paper towels
- Poster Board
- Markers
- Knife, for cutting open pumpkin

Notes and Tips (suggested changes, alternative methods, cautions):

- Do not cut open the pumpkins near the students. Explain to them the dangers of knives, and do not let them come near.
- Take care not to get the pumpkin in eyes.
- Open pumpkins before meeting with students

Sources/References:

- 1)
- 2)
- 3)

