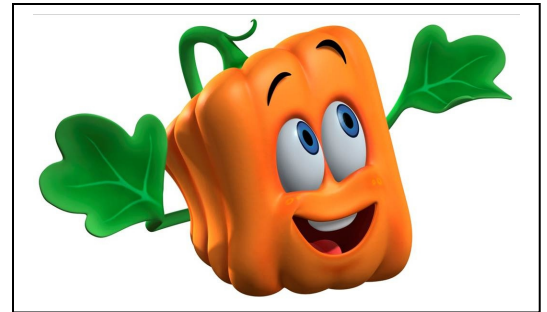
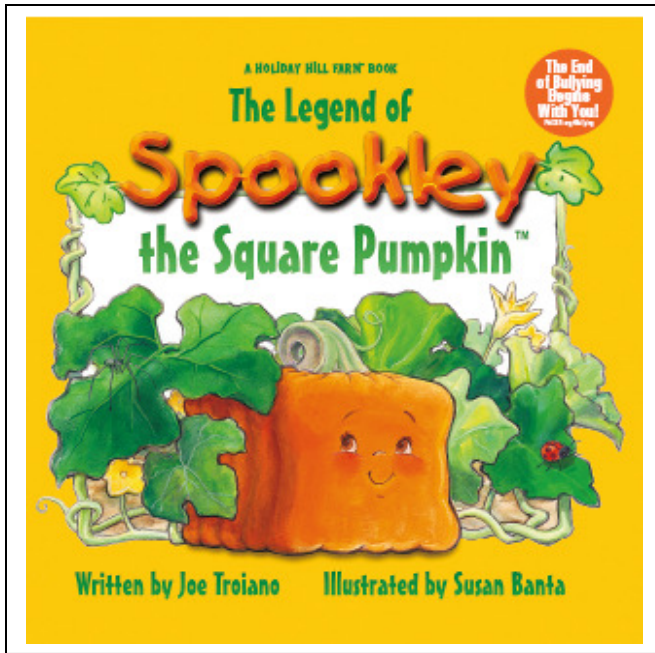


The Legend of Spookley the Square Pumpkin Presented by Dyment's Farm and Newspaper in Education

A program for JK-3 classrooms
based on the popular story written by Joe Troiano and Illustrated by Susan Banta



Curriculum Package

Developed and written by Joanne Walmsley



The Legend of Spookley the Square Pumpkin Presented by Dyment's Farm

A Unit and Contest for Students in JK – Grade 3 classrooms

There are a multitude of activities across all subject areas that can be done using pumpkins as a theme. This unit provides just a few.

Note that simply by participating in this program your class will be entered into a random draw to win one of three \$200 credits to Dyment's Farm to help defray the costs of a field trip to the farm.

The Learning Experiences in this Newspaper in Education Program

Using pumpkins as a theme, the well known story 'The Legend of Spookley the Square Pumpkin' and The Hamilton Spectator as a major resource, students will spend nine days (September 10 – September 20, 2018 inclusive) engaged in activities designed to address skills and expectations in the areas of language (all strands including media literacy), science, mathematics and visual arts. Additionally, concepts of tolerance, diversity, bullying and acceptance will be addressed. A culminating task is offered which can be completed after September 20.

On a daily basis, students are challenged to look through the newspaper to find and cut out pictures of various facial expressions. These are added to a class wall which can be titled 'Face of the Day and which will be revisited at the end of the nine-day period.

To gain a familiarity with the newspaper and pumpkins, some 'Before the Story' activities are offered. These activities should be used September 10 – 12, 2018. These activities have students use a variety of skills to learn about pumpkins and the newspaper. In examining and describing the exterior and interior of pumpkin seeds and pumpkins in Before the Story Activity 1, students apply observation, critical thinking and language skills. In Before the Story Activity 2 they use their oral and/or writing skills to describe what they observed about the inside and outside of a pumpkin. In examining what is inside a newspaper in Before the Story Activity 3 students use scanning, observation and oral language skills as they engage in a scavenger hunt of the newspaper.

There are three different activities offered each day the story is printed in-paper (September 13 – 20, 2018.) Numerous skills and concepts are addressed in these activities and mathematics, language, science, visual arts, and drama, expectations are addressed.

In the culminating task students first work as a class to examine the pictures on the class wall and work together to describe the expressions and how facial features are used to express them (ie., angry : narrowed eyes, downturned mouth, excited: open "o-shaped" mouth, arched eyebrows). Students then work in groups of four to design a pumpkin that, like Spookley, is "different" than most and a face they would like to "carve" in their pumpkin. They discuss shape, size, and colour and make a sketch of their pumpkin. Students create a descriptive profile and sketch their pumpkin. Students then use a variety of materials (with newspapers being a necessary material) and follow their profile and sketch to construct a 3D model of their pumpkin (You may wish to hold on to as many newspapers as possible for this culminating task.)

Recommendations

- Bring at least three pumpkins into the classroom (ideally of different size, shape and if possible, colour)– there is nothing like the "real thing" to activate the senses and motivate learning!

- If you do bring pumpkins into the classroom they can be used for a whole range of activities outside the scope of this resource. There are some excellent activities that can be found on these websites:

<http://www.kinderkorner.com/pumpkinpatch.html>

<http://www.enchantedlearning.com/themes/pumpkin.shtml>

http://www.first-school.ws/theme/mini_theme/pumpkins.htm

<http://www.informeddemocracy.com/pumpkin/activities.html>

http://www.educationworld.com/a_lesson/lesson/lesson028.shtml

<http://www.teachingheart.net/apumpkinunit.html>

<http://www.theteachersguide.com/PumpkinsLessonPlans.htm>

- Although a large part of this unit is based on 'The Legend of Spookley the Square Pumpkin' it is highly recommended that other books about pumpkins /Jack O'Lanterns be brought into the classroom for the duration of this program. Students can also be encouraged to bring in any books from home that relate to these topics. They will be useful references for the students as they engage in the unit activities. Some excellent titles reviewed by teacher Victoria Smith are listed on the following pages.

Extensions

- 'The Legend of Spookley the Square Pumpkin' is available in hardcover or soft cover book or as an app.
- A movie based on the book 'The Legend of Spookley the Square Pumpkin' is available. You may wish to provide your students an opportunity to view it. Watch a movie trailer at:

<http://www.youtube.com/watch?v=pqlrosCRiDk> OR <http://www.youtube.com/watch?v=QJ-c8fisKCA>

- A CD of songs that are in the movie is also available and is included with the hardcover book.
- There are many additional activities for the story 'The Legend of Spookley the Square Pumpkin' that can be found online. There are some very good ones available on these sites:

<http://www.spookley.com/>

<http://www.pacer.org/bullying/resources/activities/toolkits/spookley/>

<http://voices.yahoo.com/halloween-lesson-plans-featuring-spookley-square-6708920.html>

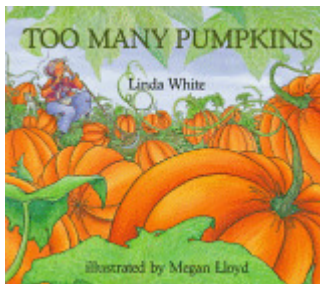
<http://www.examiner.com/article/free-preschool-kindergarten-lesson-plans-featuring-spookley-the-square-pumpkin>

www.brighthubeducation.com/preschool-lesson-plans/50694-spookley-the-square-pumpkin-song-and-activities/

<http://www.teachingoasis.com/Spookley.pdf>

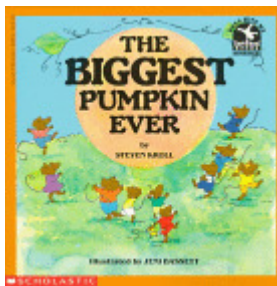
<http://teachingheart.net/apumpkinunit.html>

Pumpkin Stories



Too Many Pumpkins

A delightful story about a girl who hated pumpkins, chosen as a 1996 American Bookseller "Pick of the Lists." Read the Amazon.com reviews to find out why this is a perennial favorite.



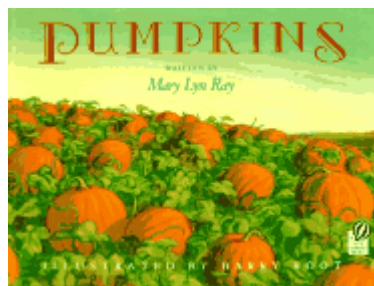
The Biggest Pumpkin Ever

Two mice, each without the other's knowledge, help a pumpkin grow into "the biggest pumpkin ever"--but for different purposes.



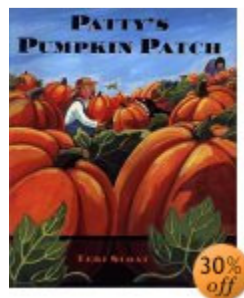
It's Pumpkin Time!

A little girl tells how she and her brother begin celebrating Halloween in the summer when they plant their pumpkins. A perennial favorite from Scholastic, with simple text that details the journey from seed to pumpkin.



Pumpkins: A Story for a Field

Upset because the field across from his house is for sale, a man decides to save it from development by buying it himself. He doesn't have the resources, however, so he grows and sells pumpkins to raise the funds. Beautifully realistic watercolor and gouache illustrations.



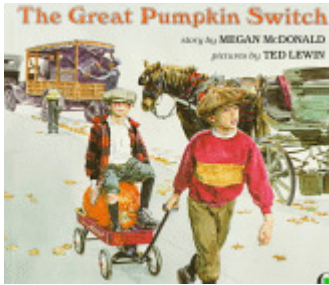
Patty's Pumpkin Patch

Children entering Patty's pumpkin patch will not only find a continuous story, told in the main text and illustrations, but also an introduction to the alphabet, presented in smaller illustrations along the bottom of each page. A KinderKids favorite!



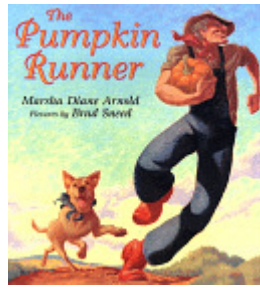
Pumpkin, Pumpkin

The sequential story of the journey from seed to pumpkin and back again. The story features softly illustrated pages with interesting details.



The Great Pumpkin Switch

A vivid and provocative story set in small-town America in the 1920s. Lewin's watercolors glow as if lit from within, imparting a brilliance and sense of immediacy to this remembrance of a time gone by.



The Pumpkin Runner

Based on the real-life experiences of Cliff Young, this is the story of a 61-year-old Australian farmer who won a 542-mile foot race against younger and more traditionally and technologically trained opponents. The story opens with young Joshua eating pumpkins for energy and then running for the joy of it. An inspiring story enjoyed by all ages.



The Pumpkin Blanket

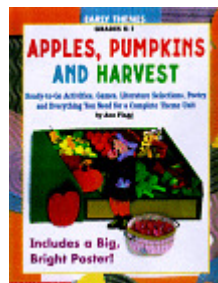
Readers either love or hate this story of a little girl who gives up her special blanket to keep the pumpkins from freezing. I enjoyed the many opportunities for discussion that came from reading this one to my kinderkids and first grade students.



Picking Apples & Pumpkins (a Read With Me book)

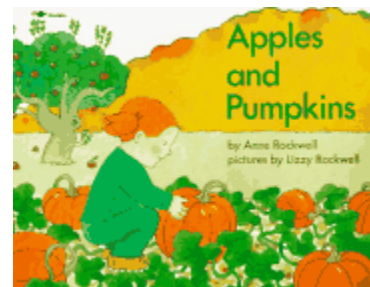
A timely tale of a family outing, Picking Apples and Pumpkins shares the pleasures of autumn and the delights of fresh picked favorites, along with carving jack-o-lanterns and baking yummy apple pies. An apple pie recipe is included to ensure a truly delicious ending.

Terrific
Teacher Resource!



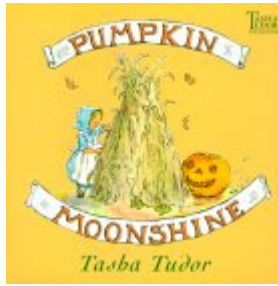
Apples, Pumpkins, and Harvest Thematic Unit from Scholastic

Ready-To-Go Activities,
Games, Literature
Selections, Poetry and
Everything You Need for
a Complete Theme Unit



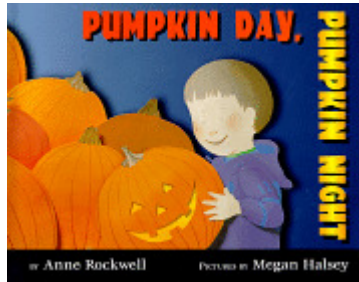
Apples & Pumpkins

It is Fall! And for one little girl that means the special joys of visiting the Comstock Farm: choosing the reddest apples from the trees and finding the best pumpkin in the patch. See Rockwell's other seasonal favorite below, Pumpkin Day, Pumpkin Night



Pumpkin Moonshine

A classic tale retold by two-time Caldecott Honor artist Tasha Tudor. Tudor's delicate orange-framed watercolors of a rural autumn and a bonneted little girl speak to a softer side of Halloween--one that is not overtaken by werewolves, blood, and gore, but is a reminder of the season in all its fresh abundance. Highly recommended.



Pumpkin Day, Pumpkin Night

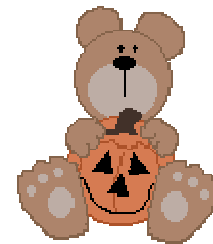
By Anne Rockwell,
author of Apples & Pumpkins

I love Rockwell's simple books for emergent readers (and listeners) and this one is no exception. A gentle story about a young boy's search for the perfect pumpkin for Halloween.



Pumpkin Fiesta

A fun look at growing pumpkins with a multi-cultural/Hispanic flavor. Old Juana grows enormous pumpkins that always win her the "special pumpkin crown at the big fiesta each year." Envious Fernando vows to learn her secret and capture the crown for himself. Humorously told and thoroughly enjoyable.



Non-Fiction Pumpkin Books



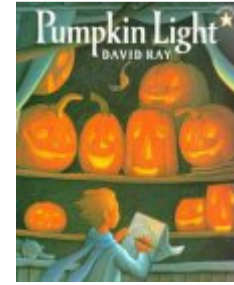
Five Little Pumpkins

On Halloween night, five little jack-o'-lanterns come alive and join the trick-or-treaters. This delightfully illustrated version of the well-known chant and finger play is complemented by watercolor pictures that evoke the autumn season.



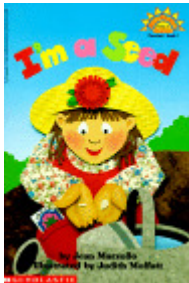
The Vanishing Pumpkin

A 700-year-old woman and an 800-year-old man search out their lost pumpkin. Illustrated by Tomie dePaola.



Pumpkin Light

Halloween is Angus's favorite day of the year. One shivery Halloween night, however, Angus gets himself into big trouble with an enchanted scarecrow and a magical pumpkin, making this one Halloween he will never forget.



I'm a Seed
Scholastic Hello Science
Reader, Level 1

Two newly planted seeds, the first a marigold, the second a mystery seed, discuss the changes that take place as they grow until the second seed delightedly becomes a bright pumpkin plant with five baby pumpkins.



Big Pumpkin

In a nicely cadenced variant on The Enormous Turnip, a witch is vainly trying to tug a pumpkin off its vine in order to bake a pie. A number of other Halloween figures (ghost, vampire, mummy) come by to help; they sneer at the little bat who suggests that they all pull together, but then take his advice. They share the witch's pie, and afterward she plants one of the pumpkin seeds.



Jeb Scarecrow's Pumpkin Patch

A young scarecrow devises a profitable plan to keep the local crows from having their harvest party in his pumpkin patch. Colorful, detailed illustrations bring the story to life.



Patty's Pumpkin Patch

A captivating ABC book that takes us through the seasons in the garden. Children entering Patty's pumpkin patch will not only find a continuous story, told in the main text and illustrations but also an introduction to the alphabet, presented in smaller illustrations along the bottom of each page. A gorgeous book!



The Pumpkin Patch

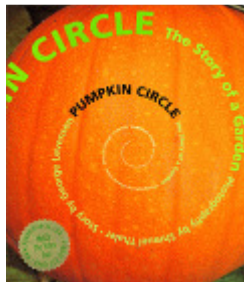
Starting with a stunning jacket photograph of the glossy end product, the stages of plowing, planting, cultivating, and harvesting are beautifully and effectively recorded in this favorite Fall book.



It's a Fruit, It's a Vegetable, It's a Pumpkin

A Rookie Read Aloud Science Book

Your students will learn a lot about pumpkins and will enjoy the gorgeous photographic illustrations in this child-friendly book.



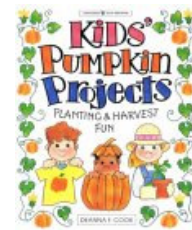
Pumpkin Circle: The Story of a Garden

Glorious color photographs steal the show in this book on pumpkins in all their sumptuous rotundity and diversity. From the opening spread of a mound of giant pumpkins, dwarfing the preschooler nestled in their midst, to a concluding series of shots of a seed-toothed jack-o' lantern gradually subsiding into the regenerative earth, each spread is a visual delight.



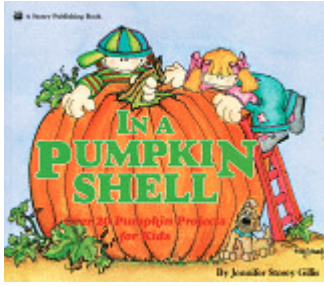
The Pumpkin Book

From seed to vine and blossom to table, Gail Gibbons traces the growth cycle of everyone's favorite autumn symbol.



Kids' Pumpkin Projects: Planting & Harvest Fun

A great resource book if you have garden space at school ... if you don't, there are still lots of projects and activities your students will enjoy! From planting tiny seeds to baking pumpkin pie, city and country kids are sure to have fun all year long. A bonanza of hands-on, indoor/outdoor pumpkin experiences provide an eye-opening view of the secret life of plants & seeds.



In A Pumpkin Shell:
Over 20 Pumpkin Projects for
Kids

From Seed to Pumpkin:
How Things Grow



Terrific
Teacher Resource!



Everything for Fall

A Complete Activity Book
for Teachers of Young
Children: Activities for
September, October, and
November.

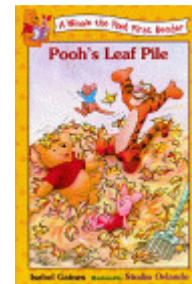
Favourite Characters and Series



Pooh's Halloween Parade
A Winnie The Pooh First Reader



Pooh's Pumpkin
A Winnie The Pooh
First Reader



Pooh's Leaf Pile
A Winnie The Pooh First Reader



The Pumpkin Man

Hello Reader Level 2



Pinky and Rex and the Perfect Pumpkin

A beginning chapter book from the popular series. Great for read aloud time.



It's The Great Pumpkin, Charlie Brown

The popular Halloween video that I've watched for the past 34 years, in VHS format. Also available in a DVD edition.



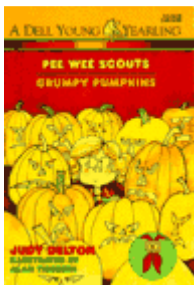
Clifford's First Autumn



Clifford's Halloween



Clifford's First Halloween



The Pee Wee Scouts Grumpy Pumpkins

Pee Wee Scouts are great read alouds or first independent chapter books.



The Pee Wee Scouts Tricks or Treats



The Pee Wee Scouts Halloween Helpers

Another fun seasonal story from Judy Delton

The Teaching Guide

This teaching guide provides some 'Before the Story' activities (to be completed using newspapers delivered September 10 – 12, 2018 inclusive), 'During the Story' activities to be completed using newspapers delivered September 13 – 20, 2018), blackline masters that are required for some of the activities, and in some cases teaching notes/tips.



Before you Begin

- Set aside a display space (e.g., a bulletin board) and add the title: Face of the Day. Each day, provide students with an opportunity to search The Hamilton Spectator to find and cut out pictures of faces which they post in the display space. Students will examine these more closely at the end of the week.
- Although not necessary for completion of all of the activities in this unit, it is highly recommended that at least three pumpkins (ideally of different size, shape and if possible, colour) be brought into the classroom – there is nothing like the “real thing” to activate the senses and motivate learning! Additionally, providing the 'Before the Unit' experiences below with the concrete item will be helpful in preparing students (especially JK and SK students) for the learning experiences that follow.

Share the following with students: Over the next nine school days, you will be learning about the newspaper and you will be using the newspaper to learn a little about pumpkins. You will put together puzzles, go on newspaper scavenger hunts, write poems, and cut out newspaper pictures of faces to create a 'Face of the Day' bulletin board. You will also be reading the story, 'The Legend of Spookley the Square Pumpkin.' At the end of the unit you will use what you have learned to design and create a three dimensional model of a pumpkin.

Before the Story Activities

September 10, 2018

Either before or after completing today's activity allow students an opportunity to search The Hamilton Spectator to find and cut out pictures of faces especially those that portray interesting expressions and/or interesting facial features (ie., eyes, nose, mouth, ears.) Have students add these to the display space you set up previously.

Before The Story Activity 1 - Outside and Inside

Materials:

- at least 3 pumpkins ideally of different size, shape and colour if possible
- Chart paper
- Newspaper (to search for a 'Face of the Day')

Have students examine the pumpkins you have brought in. Invite the class to brainstorm a list of words that can be used to describe the pumpkins. Record on chart paper or the board. You can initiate the brainstorming by asking questions like the following:

What do you see? How does it feel? How does it smell? How does it sound?

Cut and remove a lid from one of the pumpkins and have students again use their senses and observation skills to describe what they see, feel, smell when they look into the interior of the pumpkin.

Add these words to the chart paper or board.

September 11, 2018

Either before or completing today's activity allow students an opportunity to search The Spectator to find and cut out pictures of faces especially those that portray interesting expressions and/or interesting facial features (ie., eyes, nose, mouth, ears.) Have students add these to the display space you set up previously.

Before the Story Activity 2 – Talk about it! Write about it!

Materials:

- The Hamilton Spectator

Imagine, you are trying to describe one of the class pumpkins to someone who has never seen a pumpkin before.

- a) Use some of the words on the class list and describe it orally.
- b) Use some of the words on the class list and write a descriptive paragraph about the pumpkin.

September 12, 2018

Either before or completing today's activity allow students an opportunity to search The Spectator to find and cut out pictures of faces especially those that portray interesting expressions and/or interesting facial features (ie., eyes, nose, mouth, ears.) Have students add these to the display space you set up previously.

Before the Story Activity 3 – What's Inside?

Materials:

- one pumpkin with a lid cut out and removed
- Two pumpkin seeds or two lima bean seeds for each pair of students
- The Hamilton Spectator

In this activity, students first examine the outside of a pumpkin seed and then the inside of a pumpkin seed to find the little plant within. They then work as a class to brainstorm a list of words to describe what they see, feel, hear, and smell.

Students then find what's inside The Hamilton Spectator by engaging in a scavenger hunt. One of the items they must find is a drawing of the interior of a seed. There are three different scavenger hunts provided on blackline masters on the following pages. One is designed for use by JK and SK students, another for grade 1-2 students, and another for students in grade 3.

Teacher Notes:

- You will need to soak the pumpkin seeds for at least 24 hours before you open them for students to have a look inside. Note that if you cannot find pumpkin seeds lima bean seeds can be used instead.
- For younger students, especially those in Kindergarten – grade 2 you might wish to staple individual sections of the newspaper along the "spine." This makes the newspaper a little less unwieldy for shorter arms!
- It might be worthwhile to go through The Spectator yourself to find the illustration of the seed interior. (Hint: the picture will be labeled "for use with 'Spookley the Square Pumpkin Program") In this way you can assist students – especially the younger ones if they become frustrated.
- For grades JK-SK, blackline master 1 will be required. Blackline master 2 will be required for students in grade 1 and 2 and blackline master 3 is required for students in grade 3.

Name _____

What's Inside?

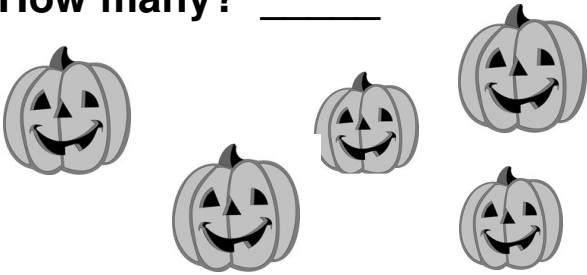
In The Hamilton Spectator, find, cut out and glue something that will fit in each space below.

An S

a, b, c, d, _____

How many? _____

1, 2, 3, _____



Something you like

Something you don't like



The newspaper picture of what's inside a seed.

Name _____

What's Inside?

**In The Hamilton Spectator, find, and cut out the items below.
Glue them in the space below or on the back of this page.**

Letters of your name.

A comic.

A picture of food.

Something from the sports section.

Something red.

Something you like.

Something you don't like.

The newspaper picture of what's inside a seed.

Name _____

BLM 3

What's Inside?

In The Hamilton Spectator, find and cut out the following items. Clip them together or glue onto a piece of paper.

A picture of someone wearing glasses.

A form of punctuation.

Something for sale.

Birth announcement.

Weather map.

Sports score.

Two names in entertainment news.

Something from local news.

Something from national news.

Something from international news.

The newspaper picture of what's inside a seed.

The Legend of Spookley the Square Pumpkin During the Story Activities

September 13, 2018

Installment 1

Teacher Notes:

- In order for students to have the complete story of 'Spookley the Square Pumpkin' in one place it is suggested that each day you have students cut out the Spookley installment. The installments can then be glued in sequence into a notebook or scrapbook. Alternately, you can have students create a folder in which the story pages can be stored. It is also recommended that students have a folder or notebook in which to place completed activities.
- Each day over the next 6 days, have students find that day's installment in the newspaper. How you present each installment will depend on your student's abilities. For younger students you can read the story aloud to the whole class while the children look at the illustrations, or assign a small group to a volunteer reader (student/parent) and have them read the story aloud to the group. Likewise with older students you may choose to read the story aloud to the class or you might engage them in a guided reading of the installment or have them read the story independently or with a partner.
- Either before or completing an activity allow students an opportunity to search The Hamilton Spectator to find and cut out pictures of faces especially those that portray interesting expressions and/or interesting facial features (ie., eyes, nose, mouth, ears.) Have students add these to the display space you set up previously.

Before Reading Today's Installment: Explain to students that they will be reading the story called 'The Legend of Spookley the Square Pumpkin' and that today they will be reading the first part of the story.

Read today's installment in a manner suited for your students.

After reading the daily installment engage the class in a discussion. Questions have been provided to help you facilitate that discussion. Then, assign one or more of the activities to the students.

Discussion Questions:

What shape are pumpkins? (Recognizing Shapes)

What color are pumpkins? (Recognizing Colors)

Have you ever seen different color pumpkins?

Have you ever seen different shape pumpkins? What would be your favorite shape?

How is Spookley different from the other pumpkins?

Why can't Spookley roll?

Why did Spookley get teased?

How do you think Spookley felt when the other pumpkins were making fun of him?

How would you feel if someone were teasing you? (Learning about feelings and emotions)

How would you feel if you were teasing someone?

The author writes, "when the weather is fair." What does this mean?

The author writes, "there are times when it's better to be square." What times are those?

During the Story Activity 1.1 –Sorting Pumpkins

Materials

- The Hamilton Spectator
- Large sorting mat for each group of students (to create a simple sorting mat simply draw a line on a large piece of paper to divide it in half)
- Pumpkin pictures cut from The Hamilton Spectator

Share with students: As you found out by reading today's part of the story. Pumpkins come in different shapes. They can also come in different sizes and colours. Work in a small group and search the newspaper for pictures of pumpkins. Cut them out. In your group talk about how the pumpkins are the same and how the pumpkins are different. On the sorting mat your teacher gives you sort the pumpkin pictures in different ways. Show one of the ways you sorted the pictures by gluing them on the sorting mat.

Teacher Note: Activity 1 pre-supposes your students have had some experience sorting items. If they have not, you may wish to provide some experiences sorting concrete objects on a sorting mat or in a physical Venn diagram (two overlapping hula hoops, overlapping loops of yarn or string) before engaging in this activity. Note that the pumpkin pictures will appear throughout the newspaper and will be labeled.

During the Story Activity 1.2 – Pumpkin Patterns

Materials

- The Hamilton Spectator
- Pumpkin pictures cut from The Hamilton Spectator
- Large piece of paper

Share with students: As you found out by reading today's part of the story. Pumpkins can come in different shapes. They can also come in different sizes and colours. Work in a small group and search the newspaper for pictures of pumpkins. Cut them out. With your group, create a pattern with some of the pictures. When you are happy with your pattern glue it on a piece of paper. Ask your classmates to read your pattern and tell you the patterning rule.

Teacher Note: Activity 2 pre-supposes your students have had some experience reading and creating patterns. If this is not the case, create several of your own patterns with the pumpkin pictures and guide students in "reading" the patterns you create. Remember a pattern must have at least 3 repetitions.

During the Story Activity 1.3 - Picture Reading

Materials

- The Hamilton Spectator

Instruct students to look carefully at the 'Spookley the Square Pumpkin' pictures. **Ask:** Besides the pumpkins what else do you see? Make a list of the ideas on chart paper and post.

- a) Letter Recognition - Look through the paper for the letters your teacher has underlined on the list. Cut out one example of each letter. Glue on a piece of paper.
- b) Creative Writing - Select three words from the list and write a short story that includes these words

Teacher Note: Activity 3a is written for JK-grade 1 students. Underline the initial letter in the words you record for this activity. Activity 3b is aimed at grade 2 and 3 students.

September 14, 2018

Installment 2

Before Reading Today's Installment: Review what occurred in the previous day's selection by reading aloud, having a student or students re-read the selection or reading as a class.

Read today's installment in a manner suited for your students.

After reading today's installment facilitate a class discussion. You can use the following questions if desired.

Discussion Questions:

What happened to the pumpkins "when the storm blew across the bay?"

What happens in a storm?

Spookley was filled with fright when the wind was blowing. What other feelings might the pumpkins have had?

The author writes, "Suddenly the fence gave way." How can you say this in a different way?

There are some references to time in this part of the story: "Halloween was just a day away, "glad to be a square that night." What are some other words related to time?

The author writes about the pumpkin vines snapping when the "mighty storm blew across the bay." What is a vine? How is like/unlike a plant stem?

Teacher Note: Either before or completing an activity allow students an opportunity to search The Hamilton Spectator to find and cut out pictures of faces especially those that portray interesting expressions and/or interesting facial features (ie., eyes, nose, mouth, ears.) Have students add these to the display space you set up previously.

During the Story Activity 2.1 – Sequencing and Headlining

Materials

- The Hamilton Spectator
- Construction paper

Part A

Share the following with your students: We know from reading today that pumpkins grow on a vine. But what happens before that? How do you plant a pumpkin? How does a pumpkin grow? Look through today's paper to find pictures about planting and growing pumpkins. There are ten pictures in all. Five pictures show the steps to follow to plant a pumpkin seed while the other 5 show how a pumpkin grows. Cut them out and put them in order. When you are satisfied with your order glue them on a piece of construction paper.

Part B

Grades JK – 1

Ahead of time cut some headlines from the newspaper and post. Explain to students that headlines are like story titles. Then as a class compare the headlines noting features of them. For example, they have a different number of words, they are different kinds of letters (font style and font size).

Continue working as a class to brainstorm some headlines for each picture sequence. Have students return to their groups to select their favourite headline. For students who are able they are to print each headline above the corresponding picture sequence. For the youngest students, act as scribe for each group and record their favourite headline above the corresponding picture sequence.

Grades 2-3

Ahead of time, cut some headlines from the newspaper and post. Explain to students that headlines are like titles for a story or photograph but are written in such a way that they make people want to read the article or look at the photograph. Have students compare and contrast the posted headlines in order to determine the stylistic devices used in them. For example:

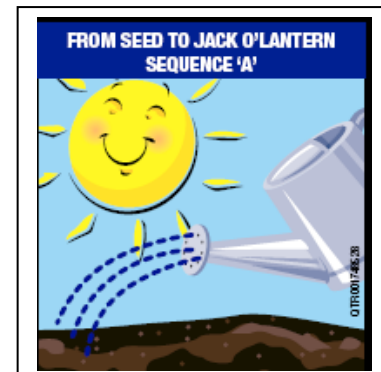
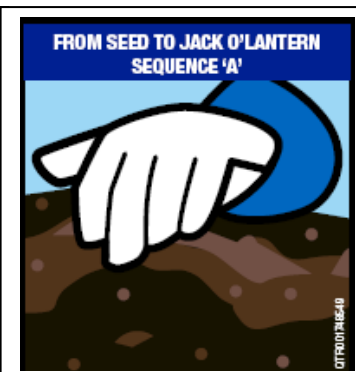
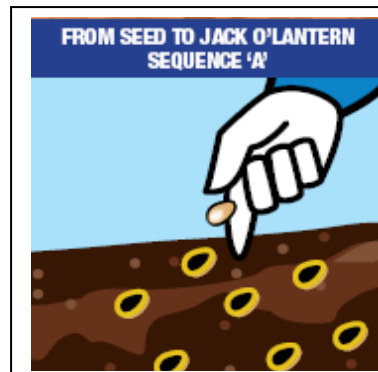
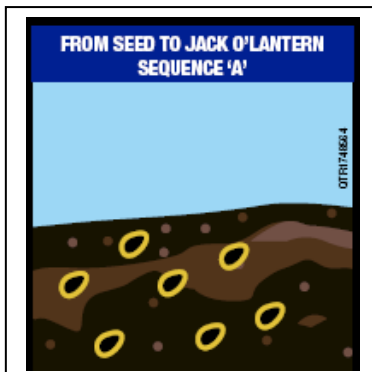
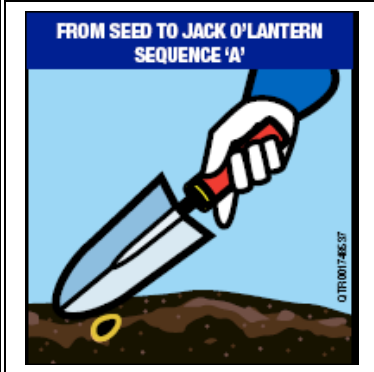
- headlines vary in length (some are only two or three words long);
- headlines must always contain at least one verb (action word);
- different styles or sizes of fonts may be used in a headline;
- words may be italicized or written in bold format;
- punctuation may be used to create an effect.

Have students use one or more of the stylistic devices they learned about to create and print a headline for each of their picture sequences.

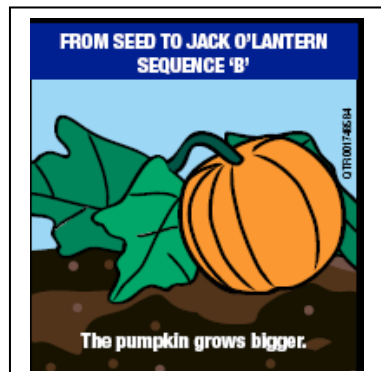
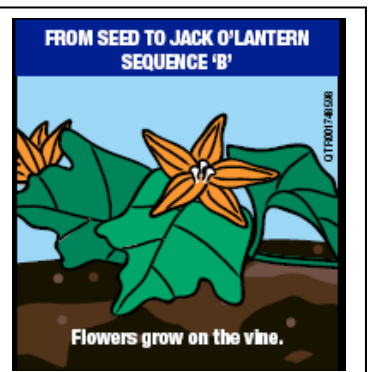
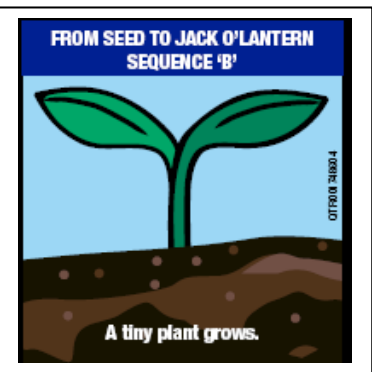
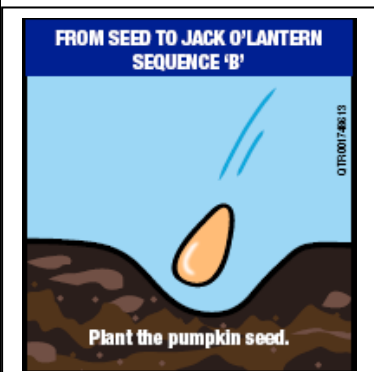
Teacher Notes:

- Part B of this activity is made up of one activity for younger students and a different one for older students.
- As an extra challenge for older students ask them to identify the verb or verbs in each posted headline. If time permits you might also have them work in small groups to scan the newspaper in order to find a headline they like and that inspires them to read the accompanying article. They can then share with the class why they chose that particular headline.
- There are two different picture sequences with 5 pictures each for a total of 10 pictures. The pictures appear throughout the newspaper. For easy identification they are labeled. The complete sequences are shown on the following page. Note however, that when these pictures appear in-paper on September 20 they will be labeled: Dymont's Farm presents The Legend of Spookley the Square Pumpkin.

Sequence A



Sequence B



During the Story Activity 2.2 – Word Vine

Materials

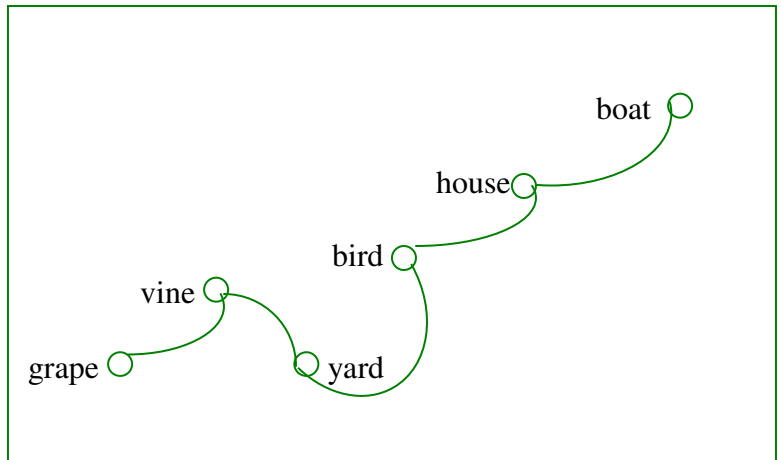
- The Hamilton Spectator
- Chart paper and green crayon or marker or green ribbon

Before explaining this activity, share the following with students: We learned that pumpkins grow on a vine. How is a vine different from a stem? Today you will be working in small groups to create a word vine....

Teacher Note: The game 'word vines' has players add words to a vine that can be linked together. For example:

grape and vine = grapevine
vine and yard = vineyard
yard and back = back yard

In this variation of the game, you or the students draw a vine. Alternately green ribbon can be used. Younger students must draw 6 junction points (points where words will be placed) on their vine and older students 12 junction points. Students use the last letter of the first word as the first letter in the second word and so on. The catch? Students must find and cut the words from the newspaper! Have students cut words from headlines and ads as they are usually a larger font size.



During the Story Activity 2.3 – What Can Roll?

Materials

- The Hamilton Spectator
- Paper
- Inclined plane

Share the following with students: Spookley cannot roll but the other pumpkins can. What else can roll? Work as a class to find things in the classroom that will roll. Test them out to be sure. Then work with a partner to find and cut out words and/or pictures from today's newspaper of things that can roll. Glue them on paper and share with the class.

Teacher Note: Ensure that some geometric solids are available as well as other items that will/will not roll. This activity pre-supposes some experience with testing properties of geometric solids. For students who do not have this experience create a ramp and demonstrate how to test objects for rolling ability.

September 17, 2018

Installment 3

Before Reading Today's Installment: Review what occurred in the previous day's selection by reading aloud, having a student or students re-read the selection or reading as a class.

Read today's installment in a manner suited for your students.

After reading facilitate a class discussion. You can use the following questions if desired.

Discussion Questions:

If Spookley had been shaped like a pyramid (triangular prism) would he still have been able to save the day? Explain.

We read "the hole was capped." What does this mean?

The author uses lots of rhyming words. Which words rhyme in today's installment? (**Tip:** Record the rhyming words on chart paper and post for later reference.)

Why did all the other pumpkins shout "Hurray"?

How do you think Spookley feels now?

Why did Spookley think his shell might crack?

What do you think the other pumpkins feeling when they roll into Spookley?

Do you think the other pumpkins will stop teasing Spookley now? Why or why not?

Teacher Note: Either before or after completing an activity(ies) allow students an opportunity to search The Hamilton Spectator to find and cut out pictures of faces especially those that portray interesting expressions and/or interesting facial features (ie., eyes, nose, mouth, ears.) Have students add these to the display space you set up previously.

During the Story Activity 3.1 – Sound Words and Rhyming Words

Materials

- The Hamilton Spectator
- Construction paper
- Chart paper (optional)

Share with the students: We have read lots of rhyming words in 'Spookley the Square Pumpkin.' Words like: might and tight, fair and square, right and sight, away and bay, fright and night, done and one, snapped and capped. What are some other words you can think of that rhyme?

And today we read the words whack, crack, thump and smack. These are words that imitate a sound. They help you "hear" what is going on in the story. What are some other sound words?

Work in a small group. Go through the paper to find rhyming words. Cut them out and glue on a large piece of paper. Go through the paper again to find sound words. Cut them out and glue on a different piece of paper.

Share what you found with the class.

Teacher Note: It is recommended you record all rhyming words and all sound words on separate areas of the board or on two separate pieces of chart paper. When talking about sound words you may wish to share with students that the “big fancy word” to describe sound words is onomatopoeia.

During the Story Activity 3.2 – All Shapes, Sizes and Colours

Materials

- The Hamilton Spectator

Share with students: From Spookley you have learned that when the pumpkin fruit (yes a pumpkin is a fruit!) is fully grown it isn't always orange nor is it always round or big. Pumpkins come in all different shapes, sizes and colours. You will see this once you have found and put together all the pieces of a pumpkin harvest photograph today.

PART A

Have students look at the photograph on the front page of today's Classified section. Explain that this is called a stand-alone photograph. A long story does not appear with the photograph. Instead, the caption (known as a cutline in the newspaper world) and the photograph tell the whole story. Have students work as a class to write their own cutline for the photograph that answers as many of the following questions as possible: Who? What? Where? When? Why?/How?

PART B

Have small groups of students the task of searching the paper for puzzle tiles. Assign some groups the task of looking for puzzle 1 tiles and some groups the responsibility of looking for puzzle 2 tiles. Each puzzle contains six tiles. Once the tiles have been found students are to find them they are to cut them out then arrange and re-arrange them create the original photograph.

PART C

Have groups work with other groups that put together the same puzzle. Instruct them to look at their completed puzzle work together to brainstorm words that describe the pumpkins in the photograph .

Then, work with younger students to develop and print a cutline for their photograph that uses some of the words generated and that also answers as many of the 5W questions as possible. Older students can work in their small groups to write a cutline for their photograph that uses some of the words generated and that also answers as many of the 5W questions as possible.

Teacher Note: All puzzle tiles will be labeled clearly. BLM 4 depicts the puzzle tiles arranged to complete the original photograph. Note however that the labels on the puzzle tiles will be different when published in-paper. That is, they will be labeled with the title 'Dyments Farm presents The Legend of Spookley the Square Pumpkin' and as Puzzle 1 or 2.



During the Story Activity 3.3 - Feelings

PART A

Share the following with students: Spookley was teased because he was different. Have you ever been teased? How did it make you feel?

Imagine you want to make Spookley feel better. What kinds of things can you say/do to make him smile?

PART B

Have students review the pictures on the Face of the Day bulletin board. They are to select a picture that shows someone who is unhappy. They then work independently to come up with something they might say or do to make that person feel happier.

Teacher Tip: If you have not been engaging students in searching the newspaper on a daily basis to find , cut out and post pictures of faces on the 'Face of the Day' bulletin board provide them with some time today to select a photo of an unhappy face from the newspaper.

September 18, 2018

Installment 4

Before Reading Today's Installment: Review what occurred in the previous day's selection by reading aloud, having a student or students re-read the selection or reading as a class.

Read today's installment in a manner suited for your students.

After reading, facilitate a class discussion. You can use the following questions if desired.

Discussion Questions:

What does the author mean when he writes "one by one." If he had written "two by two" how many pumpkins would pile on the stack at once? What if the pumpkins piled on "three by three?"

The words bash and crash rhyme. What other words rhyme with bash and crash?

After all the pumpkins had piled up the author writes "it all went black." What does he mean?

Why did the farmer lay the pumpkins out in the sun?

What did the farmer see when he moved the pumpkins away from the fence?

The author uses a word that means the same as planted. What is the word?

Do you think Spookley was brave? Why or why not?

If the pumpkins could speak what do you think they would say to Spookley?

Teacher Note: Either before or after completing an activity(ies) allow students an opportunity to search The Hamilton Spectator to find and cut out pictures of faces especially those that portray interesting expressions and/or interesting facial features (ie., eyes, nose, mouth, ears.) Have students add these to the display space you set up previously.

During the Story Activity 4.1 – Spookley Comic Strip

Materials:

- The Hamilton Spectator
- Chart paper
- letter sized piece of paper folded in half or fourths for pairs of students
- pencil crayons or markers

PART A

With younger students work as a class, with older students use a think-pair-share format to look at comic strips and create a list of comic strip features.

If not forthcoming lead students to add ideas like the following to the list:

Speech bubbles

Thought bubbles

How action is shown ie., curved lines or dust clouds for fast movement

Facial expression

Sound words like “argh”, “bang,” “whoosh”

Punctuation marks

Bold or enlarged font for emphasis

PART B

Have students work in pairs to create a comic strip which shows what the pumpkins said to Spookley after he had saved the day. Younger students are to create a 2-framed comic strip while older students can create a 4-frame comic strip.

Teacher Note: For younger students fold an 8 ½” x 11” piece of paper in half to create two frames. You might also supply younger students with some pumpkin cutouts to use in their comic strip. For older students fold an 8 ½” x 11” piece of paper in quarters to create four frames.

During the Story Activity 4.2 – What is Special?

Materials:

- The Hamilton Spectator

Share the following with students: Today we read that “of all the seeds he’d ever sown, Spookley’s were the most special that had ever grown.”

Discuss as a class:

What else is special about Spookley besides his shape? (ie., bravery, kindness, willing to help)

What are some other words for special?

What makes something special?

What can be special? (ie., a person, a place, a memory, a thing, an event, a prize)

Would your special things/people be the same as my special things/people? Why/why not?

What makes you special? What is one thing you like about yourself that makes you unique?

During the Story Activity 4.3 – A Conversation

Materials:

- The Hamilton Spectator

PART A

Have students examine the two illustrations of the farmer with Spookley. Discuss the following as a class:

What do you think the farmer is thinking in the first picture?

How do you think Spookley is feeling?

What do you think the farmer is saying in the first picture? In the second picture?

If Spookley could speak what do you think he would say?

Have students work in pairs to role play a conversation that might have taken place between Spookley and the farmer.

PART B

Have students continue to work in pairs to find and cut out a photograph of two or more people from today's newspaper. Students are then to create a conversation that might be happening between two of the people in the picture. After practicing their role play have students present the photograph and their conversation to the class.

Teacher Tip: You might have older students print their conversation in a script format.

September 19, 2018

Installment 5

Before Reading Today's Installment: Review what occurred in the previous day's selection by reading aloud, having a student or students re-read the selection or reading as a class.

Read today's installment in a manner suited for your students.

After reading, facilitate a class discussion. You can use the following questions if desired.

Discussion Questions:

Why did the farmer plant (sow) the same seeds from which Spookley grew?

What did the farmer do to take care of the seeds he had planted?

What kind of pumpkins grew in the pumpkin patch?

The author writes, "Oh what a garden variety makes." What does this mean? How might you say it in a different way?

In the picture that shows all the different kinds of pumpkins in the garden which is your favourite and why?

Teacher Note: Either before or after completing an activity(ies) allow students an opportunity to search The Hamilton Spectator to find and cut out pictures of faces especially those that portray interesting expressions and/or interesting facial features (ie., eyes, nose, mouth, ears.) Have students add these to the display space you set up previously.

During the Story Activity 5.1 – Numbers

Materials:

- The Hamilton Spectator
- paper

Share with students: Today we read that there were “hundreds and hundreds of square pumpkins” and “hundreds of shapes” and “thousands of colours.” What is the biggest number you have ever heard?

Look through the newspaper to find different numbers and cut them out. Glue them on a piece of paper. Which is the biggest number you found? The smallest?

Teacher Tip: Younger students can be challenged to find 5 numbers while older students can be challenged to find 10 or more. Encourage older students to find number words as well as digits.

During the Story Activity 5.2 – Before and After

Materials:

- The Hamilton Spectator
- Scissors

Review with students what has happened so far in the story and ask them to make predictions about what they think will happen next. Post a photo you have previously cut from the newspaper and ask students to describe what they see. Brainstorm a list of what might have happened before the picture was taken and what might have happened after the picture was taken.

Have students work with a partner to cut a photograph from today’s newspaper. Have each pair discuss what they think happened before and after the picture was taken.

Teacher Tip: You can have students share their picture and their thoughts orally. Alternately, you can have older students record their thoughts.

During the Story Activity 5.3 – Shape Walk

Materials:

- The Hamilton Spectator
- Chart paper or blackline master 5

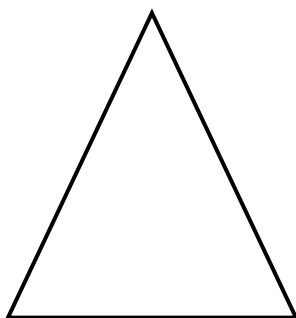
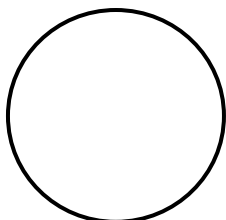
Have students review the images of the different shaped pumpkins and re-read the words “Some were cubes, and some rectangular, some were flat and others triangular.” Display some geometric solids and ask students to identify a cube, a solid that has a rectangle (rectangular prism, cuboid), and a solid that has a triangle (triangular prism or square or triangular based pyramid.) Also ask students to identify which solid has a square (cube, square based pyramid), which solid is like a circle (sphere, cylinder, cone)

Then, have students go on a shape walk through the newspaper, the classroom or through the school to find items that are shaped like a circle, square, triangle, or rectangle. Older students can record or glue their findings on blackline master 5. With younger students, recreate blackline master 5 on chart paper and have students work as a class to identify shapes in the classroom while you record their findings.

Names _____

Shape Walk

Look through today's newspaper, in your classroom and in other areas of the school to find items that have a shape like the ones shown below. Print the name of each item or draw it in the space provided. You can search with a partner.



September 20, 2018

Installment 6

Before Reading Today's Installment: Review what occurred in the previous day's selection by reading aloud, having a student or students re-read the selection or reading as a class.

Read today's installment in a manner suited for your students.

After reading, facilitate a class discussion. You can use the following questions if desired.

Discussion Questions:

The author writes that "Spookley's patch is quite a scene." What does he mean?

Why do people come from near and far to Spookley's patch?

If you could only pick one pumpkin from Spookley's patch what shape would it be and why?

Do you get a pumpkin each year? If you do, how do you decide which one you want?

The author writes, "You can't judge a book, or a pumpkin by its cover." What does this mean? How can you say this using different words?

Were you happy with the ending? Why or why not?

If you could change the ending how would the story end?

What was your favourite part of the story? Why?

Teacher Note: Either before or after completing an activity(ies) allow students an opportunity to search The Hamilton Spectator to find and cut out pictures of faces especially those that portray interesting expressions and/or interesting facial features (ie., eyes, nose, mouth, ears.) Have students add these to the display space you set up previously.

During the Story Activity 6.1 – An Interview

Materials:

- Chart paper (optional)

Share with students: People who write for the newspaper get a lot of information from interviewing people. Reporters ask a lot of questions!

JK-1 students: Have students imagine they are a reporter interviewing Spookley. As a class, have them brainstorm a list of questions they would ask Spookley. Record the questions on chart paper or on the board.

Continue by posing each question in turn and asking students to think of how Spookley would answer.

Grade 2-3 students: Explain to students that a streeter is a method of collecting ideas/opinions from a number of people on a specific question. At one time, reporters would go out on the street and ask a question of people passing by. Today, streeters can be conducted without having to go out on the street – they can be done via twitter or facebook for example.

Have students work in a small group. They are to imagine they are a reporter asking the pumpkins their opinion about Spookley. As such they are to come up with one question to pose to the pumpkins? They are then to take on the role of different pumpkins and provide an answer to that question.

Students role play the streeter and present to the class.

Teacher Tip: JK-1 You might have pairs of students take on the role of reporter and Spookley and present the interview. **Grades 2-3:** If students struggle with coming up with a question you might suggest the following ideas:

- asking their opinion about how they felt when Spookley saved the day;
- why they didn't like Spookley at the beginning of the story ;
- how they felt when they learned the farmer thought Spookley's seeds were the most special that had ever grown.

During the Story Activity 6.2 – Pumpkin Patch

- The Hamilton Spectator
- Bulletin board or mural paper
- Crayons, pencil crayons or markers

Explain to students that today they will be creating their very own unique pumpkin patch. Students are to search today's newspaper to find and cut out 5 different pumpkins which they colour in a unique way to create a pumpkin with a difference. These pumpkins are then affixed to the bulletin board or mural paper pumpkin patch.

Students can also draw their own pumpkin to add to the patch.

Teacher Tip: You may wish to remind students of the lines from the story:

“Some were cubes and some rectangular.
Some were flat, and others triangular.
There was a bed of bright red ones and two rows of blue.
There were polka-dot pumpkins and rainbow ones too
There were thousands of colours and hundreds of shapes.
Oh, what a garden variety makes!”

During the Story Activity 6.3 – Pumpkin Poetry

Materials:

- The Hamilton Spectator
- Scissors
- Paper
- Blackline master 6 for older students

In this activity, students search The Spectator to find words to create a “Found Poem.” Younger students search anywhere within the paper while older students collect words from Spectator headlines to create a “Headline Poem.” The poem is to relate to pumpkins or Jack O’Lanterns and can be silly, whimsical, nonsensical or realistic. Whole words or words created from cutout letters can be used.

Share the following with students: In the last few days you have learned about pumpkins and discussed or made lists of words related to pumpkins. You have also begun to read the poem 'The Legend of Spookley the Square Pumpkin.' Today, you will work as a class to brainstorm a list of pumpkin words and then use words from the newspaper to create a pumpkin poem.

Grades JK - 1: A Found Poem is one in which a poem is created from words or phrases found somewhere else. In a group, find and cut out words from today's Spectator that you think describe a pumpkin. Then, work as a class to arrange and re-arrange some or all of the words to create a poem about a pumpkin. When you are happy with your poem glue the words on a piece of paper.

Grades 2 - 3: A Found Poem is one in which a poem is created from words or phrases found in another publication. A Headline Poem is a type of found poem. In your group, cut 25-50 words from headlines in today's Spectator and then arrange and rearrange them in an interesting way to create a poem about a pumpkin. When you are happy with your poem glue the words on a piece of paper.

Teacher Note: Complete instructions for writing a found poem along with examples are provided on blackline master 6. These can be distributed to older students and reviewed as a class before they begin creating their headline poem.

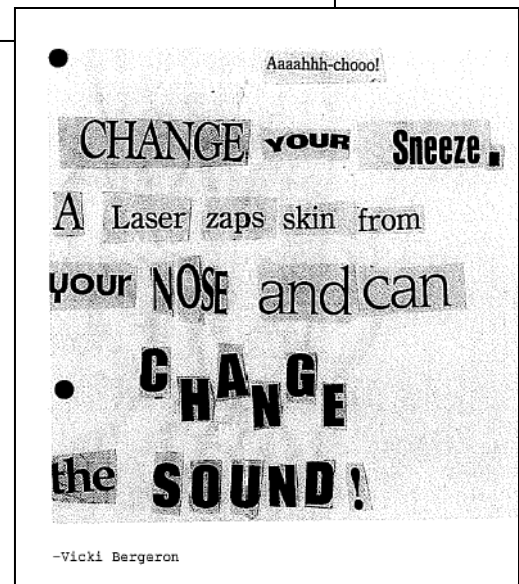
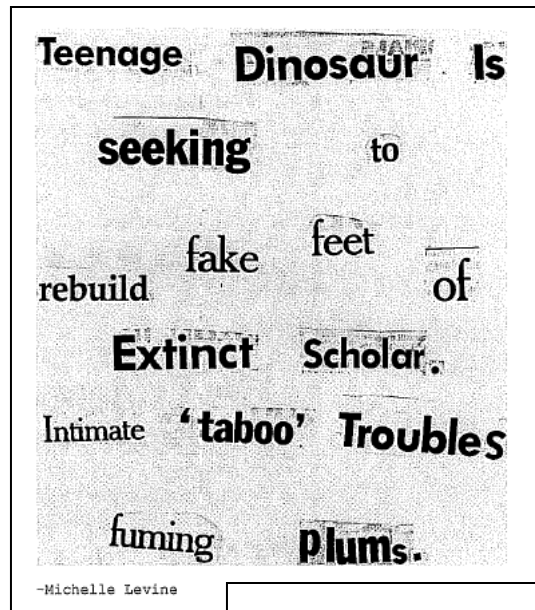
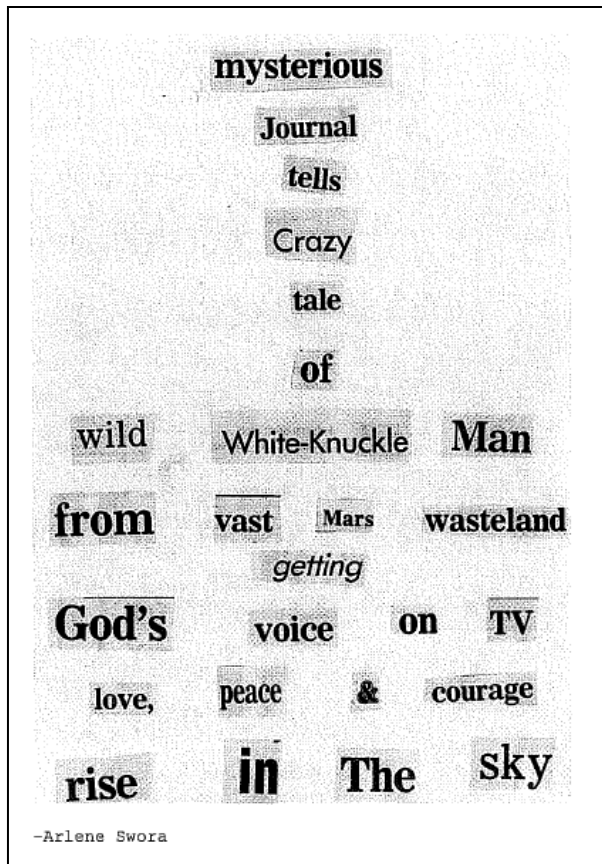
Headline Poems

BLM 6

Found poems are made by arranging interesting words and phrases collected from other sources. Headline poems are a kind of found poem. They are created by using words and phrases found and removed from a newspaper's headlines. The important thing is to find connections between the words/phrases you choose and then present them in an artistic way.

Work in your group and follow these steps to create a Headline poem.

1. Cut out twenty-five to fifty or more words and phrases from today's Spectator. Most pieces should be individual words cut from headlines – as a rule, don't use entire headlines. You can also find little words in larger words and create new words by taping together parts of other words. And by the way, 100 words is not too many!
2. Keep the cut-up newspaper in case you need to find another word or punctuation mark later.
3. Spread out your words on a large surface. Move the words around, saying them aloud. Try to find ways the words connect. Listen for sounds, rhythms and words that could belong together for one reason or another. Nonsense is ok!
4. Continue moving the words around until you like what you read and see. If you need another word or letter find it and cut it out from the newspaper.
5. Lay your words on a piece of paper in an interesting arrangement and glue.
6. Share with the class.



After the Story - Culminating Task

Creating a 3-D Pumpkin

Materials:

- Newspapers
- Construction materials such as: pipe cleaners, fabric, ribbon, boxes
- paint

PART A

Share with students: In this final activity you will work in a group and use what you have learned to construct a 3-dimensional pumpkin. Your pumpkin does not have to be orange, nor does it have to be round. In fact you are to create a pumpkin that is “different.”

Engage students in a discussion about how they can create a “different” pumpkin. This discussion can be initiated in a number of ways. For example:

- reread the story ‘The Legend of Spookley the Square Pumpkin’ in its entirety and have students listen for the different kinds of pumpkins that grew in the farmer’s pumpkin patch.
- if you had the class create their own pumpkin patch (Activity 6.2) you can also have students refer to it in order to describe different kinds of pumpkins.
- if you had students clip each day’s installment from the paper you can have them review the illustrations.

PART B

Pose the following to students: In the story ‘The Legend of Spookley the Square Pumpkin’ most of the pumpkins had faces, will your 3-D pumpkin have a face? If so, what kind of face will it have? What kind of moods can you show on your pumpkin face and how can you show them?

As a class, have students examine the pictures in the ‘Face of the Day’ class display. Students are to work together to describe the moods/expressions and how facial features are used to express them. For example: angry - narrowed eyes, downturned mouth; excited - open “o-shaped” mouth, arched eyebrows.

Lead the discussion by posing questions such as:

What moods do you see?

How do the eyes show that mood?

The mouth?

What else on the face helps show the mood?

PART C

Have students work in groups of four to design their own unique pumpkin. They discuss the shape, size, and colour of the “pumpkin” they will create and the facial expression, if any, they would like their pumpkin to have. They create a profile including a sketch (BLM 8 or 9) and then, using what they have learned and, guided by their sketch they construct a 3-D model of their pumpkin.

There are of course a number of different methods that students could use to create their pumpkin, some of which are outlined below. However, do not feel bound to any of these suggestions, should you have other methods which would be suitable. Keep in mind however that whichever method is chosen the newspaper must be used in some way shape or form.

- Temporarily clip two pieces of tag board or heavy paper together. Draw your pumpkin shape on one side. Cut out the pumpkin shape from both sheets of paper at the same time. Staple the two pieces together leaving a small opening in which you stuff crumpled newspaper. Staple the opening closed. Use paint and/or markers to show the colour and facial features of your pumpkin. (**Tips:** If you wish to add texture you may wish to cover with fabric and/or cut out two other templates on thinner paper and do a texture rubbing. These can then be glued on the tag board)
- A bag can be used to create your pumpkin. Stuff the bag with crumpled newspaper and then use newspaper to create your pumpkin's facial features. When fully assembled, paint your model. (**Tips:** small crumpled bits of newspaper or thin rolls of newspaper can be used to outline facial features. These can then be painted so they stand out.)
- Use a blown up balloon as a framework for your pumpkin (there are many different sizes and shapes to choose from.) Cover with papier mâché. Use newspaper in other creative ways to make additional details. When dry, paint your model. You might also wish to cut the "top" of your pumpkin and put something inside. (**Tips:** Rolled newspaper pages could be used to create the stem or ribs, wadded up newspaper can be used to create eyes or bumps and several layers of paper can be glued together and cut out to create "ears," or other features.)
- Create a wire framework and then cover with papier mâché strips. Use the newspaper in other creative ways to make additional details. When dry, paint your model. You might also wish to cut the "top" of your pumpkin and put something inside. (**Tips:** Create teeth by bending wire in the desired shape or by cutting from several layers of newspaper that have been glued together. Cover with papier mâché strips to make the teeth three-dimensional.)

Teacher Tips

- PART A - If you had students clip each day's installment from the paper you can have younger students follow along as you read. Older students might read the story independently.
- PART B - It might be helpful for younger students to study and discuss the moods shown on the Jack O' Lanterns found on blackline master 7. Students can follow along by pointing to the appropriate pumpkin as you recite the poem aloud. Recite the poem a few times and then engage students in a discussion about how facial features are used to express the moods listed in the poem.
- Profile sheets are found on blackline masters 8 and 9. Younger students could have a scribe complete the profile sheet or alternately they could use drawings to complete the majority of the information.
- Should you choose to have students create a papier mâché model be aware that these can take up to two days to dry and cannot be painted or decorated until dry.



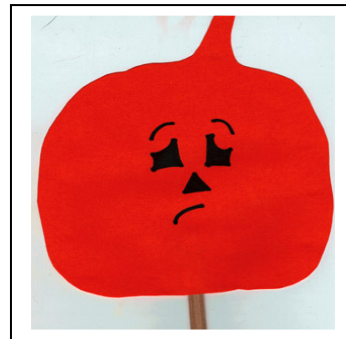
Here is a pumpkin that's happy



Here is a pumpkin that cries



Here is a pumpkin that's sleepy



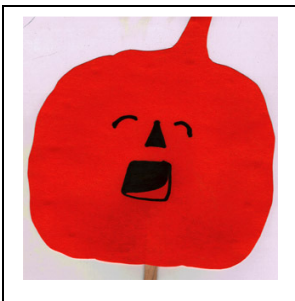
Here is a pumpkin that sighs



Here is a pumpkin that's angry



Here is a pumpkin that's sad



Here is a pumpkin that's excited



Here is a pumpkin that's glad

Our Pumpkin Profile Sheet (Grades JK-1)






Pumpkin's Name: _____

Pumpkin Colour(s): _____

Pumpkin Shape: _____

Mood: _____

Shape of:

			 OR 
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Sketch of our Pumpkin:

If there is anything else you would like to tell about your Pumpkin please print it on the back of this page.

Group Member Names: _____

Our Pumpkin Profile Sheet (Grades 2-3)

Pumpkin's Name: _____

Pumpkin Colour(s): _____

Pumpkin Shape: _____

What mood/facial expression will your Pumpkin have?

Describe how the shape of the following features helps create your Pumpkin's expression:

Eyes

Mouth

Other

Sketch of our Pumpkin:

If there is anything else you would like to tell about your pumpkin please print it on the back of this page.

Group Member Names: _____
