

***Pumpkins*** by Jacqueline Farmer. Massachusetts: Charlesbridge Publishers, 2004. (ISBN-13: 978-1-57091-558-1)

**Literature Annotation:** Students learn all about pumpkins—where they come from, how to grow them, and more—in this informative yet fun book that's guaranteed to squash the competition. Recipes, fun facts, and resources round out the text.

**Grade Level:** 3

**Duration:** 1 class session

**Economic Concepts:** Natural, human, and capital resources

### **Maryland State Curriculum**

***Economics Standard:*** Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions. (PreK-3)

*Indicator:*

- 4.A.2.a Explain how producers make choices because of limited natural, human, and capital resources (Grade 3)
- 4.A.2.c Describe steps in the production process to produce a product (Grade 3)

### ***College and Career Ready Standards for Reading Informational Text***

- RI.3.2 Determine the main idea of a text; recount the key details
- RI.3.3 Describe the relationship between a series of steps in technical procedures in a text.
- RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- RI.3.5 Use text features to locate information relevant to a given topic efficiently.

**Objectives:** Students will be able to...

- define natural, human, and capital resources.
- identify the natural, human, and capital resources necessary to produce a jack-o-lantern,

### **Vocabulary**

**natural resources:** Gifts of nature; The renewable, and nonrenewable gifts of nature that can be used to produce goods and services, including but not limited to land, water, animals, minerals, tress, climate, soil, fire, seeds, grain and fruits.

**human resources:** Workers; **The** health, strength, talents, education and skills that humans can use to produce goods and services.

**capital resources:** Tools; The goods that are manufactured and constructed by people and used to produce other goods and services, including but not limited to factories, warehouses, roads, bridges, machinery, ports, dams, and tools. (Money is **not** a capital resource.)

## Materials

- Jack-O-Lantern “Package”: 2 paper plates, stapled together (leave about 1/3 of the plates unstapled) with a piece of yarn (36”) taped on the inside of one of the plates
- Stapler or glue
- Resource 1: *Growing Pumpkins*
- Resource 2: *Jack-o-Lantern Productive Resources*
- Resource 3: *Pumpkin Pie for One*

## Motivation

Distribute a paper plate “package” to each student. Instruct them to create a jack-o-lantern face on one side of their package. After all students have finished, ask: *What resources are needed to create a “real” jack-o-lantern?* Discuss.

## Development

1. Display the definitions of natural resources, human resources, and capital resources. Tell them that they are going to be learning about pumpkins and the resources necessary to produce them.
2. Distribute Resource 1: *Growing Pumpkins*. Tell students that they should fill in the graphic organizer as you read *Pumpkins* by Jacqueline Farmer.
3. Display Resource 1. Share student answers. Refer back to the book if necessary.

## Summary

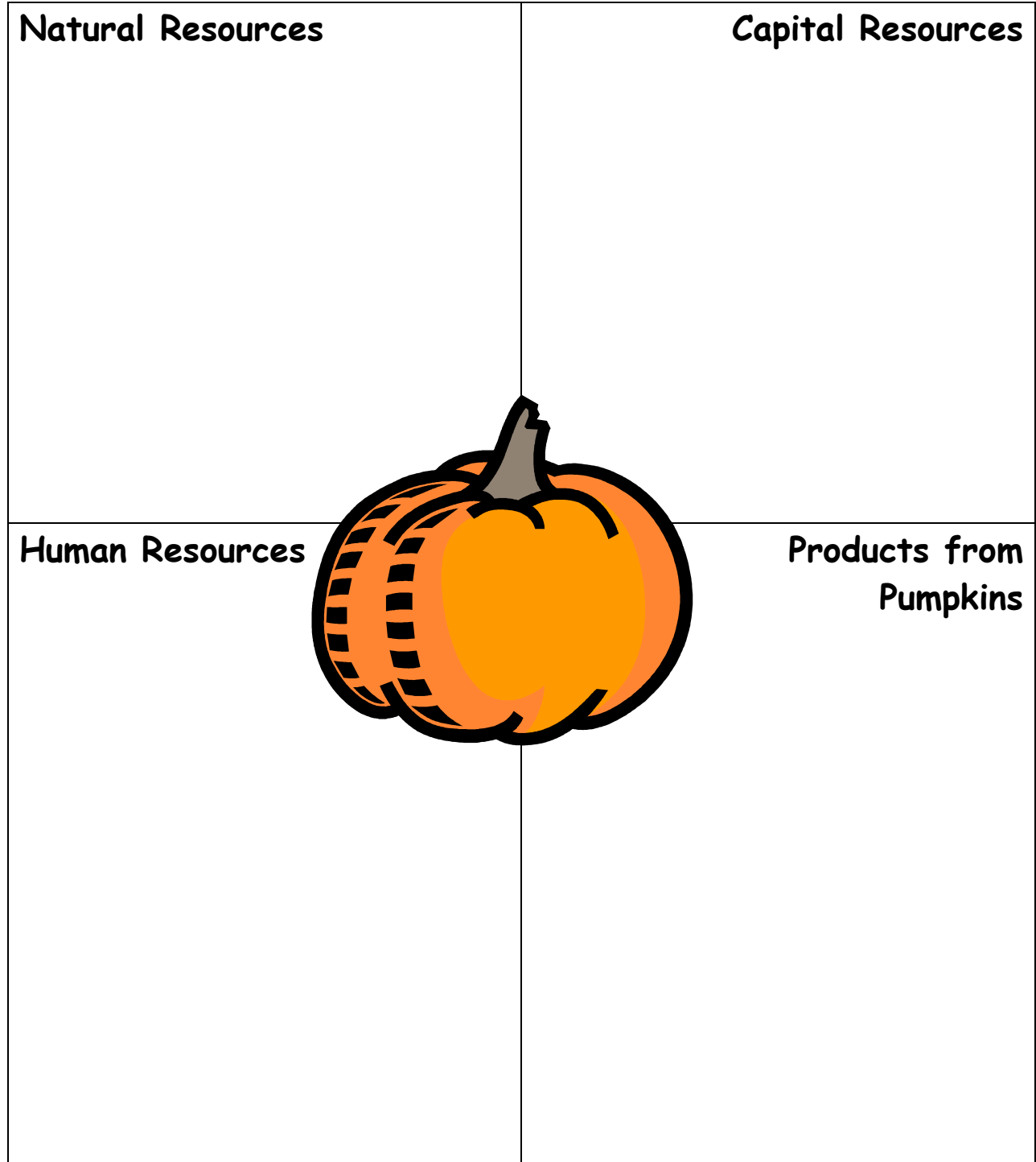
Distribute cards from Resource 2: *Jack-o-Lantern Productive Resources*. (There should be 3 cards; each should have a picture and a set of blank lines.) Instruct students to fold each card so that the picture is on one side and the lines are on the other. Have students identify the type of resource pictured on the card and write the type of resource it is on the blank lines. Check for understanding. After they have done this, students should attach (staple or glue) their cards to the piece of yarn from their jack-o-lantern paper plate package. Once this is completed, they can place the yarn back in the pumpkin package.

## Assessment


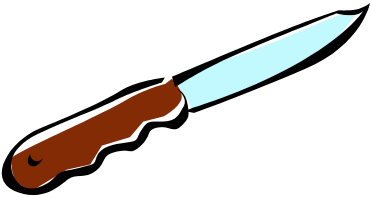

Distribute Resource 3: *Pumpkin Pie for One*. Read through the recipe with students. Have them identify the human, natural, and capital resources necessary to create “Pumpkin Pie for One”.

NOTE: You may wish to make this recipe in class. If this is not possible, send the resource sheet home with students and encourage parents to help them make the recipe.

## Growing Pumpkins



**Jack-o-Lantern Productive Resources**

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 A circular illustration showing a man in a blue shirt carving a jack-o-lantern. He is using a knife to carve a face into the pumpkin. The background is dark with white stars, suggesting a night scene. A small pumpkin and a knife are on the table in front of him.	 A simple illustration of a carving knife with a brown handle and a silver blade.	 A colorful illustration of a pumpkin with orange and yellow stripes, sitting on a green shadow. A purple leaf is attached to the stem.

# Pumpkin Pie for One

*Learn about measuring carefully and following directions as you make a special treat!*

## Materials and ingredients per student:

- ❖ One small zip lock freezer bag
- ❖ One 8 ounce plastic tumbler
- ❖ Plastic spoon
- ❖ 3 Graham crackers
- ❖ 2 teaspoons sugar
- ❖  $\frac{3}{4}$  tablespoons squeeze margarine
- ❖ 1 tablespoon INSTANT vanilla pudding
- ❖  $\frac{1}{4}$  teaspoon pumpkin pie spice
- ❖ 1 tablespoon of canned pumpkin
- ❖  $\frac{1}{3}$  cup cold milk
- ❖ 1 tablespoon whipped topping



How can you tell the difference between a pumpkin and a squash?



## Directions:

1. In Ziploc bag gently crust 3 graham crackers. Add 2 teaspoons of sugar and  $\frac{3}{4}$  tablespoons of squeeze margarine.
2. Mix these ingredients and spread in the bottom of the plastic cup to form a "pie shell".
3. In the same Ziploc bag, combine the 1 tablespoon of instant vanilla pudding,  $\frac{1}{4}$  teaspoon of pumpkin pie spice, 3 teaspoons of pumpkin, and  $\frac{1}{3}$  cup cold milk. Mix well for 2-3 minutes until blended. Cut a corner of the Ziploc bag and squeeze the filling into the "pie shell". Top with whipped topping.
4. Eat and enjoy!



The squash has a round stem leading into the fruit. Pumpkin stems are shaped like hexagons or octagons.

