WEEKLY LESSON PLANS · K–2

November

Fall Collection

THIS MONTH

Pumpkins & Gourds · Squirrels & Animals Storing Food
Rocks & Fossils · Gratitude & Giving

Reading, writing & math every day · 4 weeks · 20 school days

MRS. A SAVES THE DAY

WEEK 1

Pumpkins & Gourds

BOOK *Pumpkin Pumpkin* by Jeanne Titherington

POEM "Autumn Fires" by Robert Louis Stevenson

> **Heart of the week:** *Hard work.* A pumpkin takes a whole summer of watering, weeding, and waiting. Good things are worth the work.

	MON	TUE	WED	THU	FRI
MORNING TIME	Read Pumpkin Pumpkin + start the poem	Recite the poem + reread	Recite the poem + reread	Recite the poem + reread	Recite the poem — celebrate it
COPYWORK	"Jamie planted a seed."	"A pumpkin grows on a vine."	"The pumpkin can float."	"The pumpkin is round and orange."	"Good things take work. + illustrate + sign"
TODAY'S EXTRA	Poetry	World: where pumpkins come from	Science: sink or float? and	Art: pumpkin still life	Nature: roast the seeds

Plus every day: Reading (your own program, ~15 min) · Math (your own program, ~20 min) · a read-aloud in the afternoon.

Gather once: *Pumpkin Pumpkin* (library) · one small pumpkin (a pie pumpkin is perfect) · a sink, tub, or big bowl of water · a big spoon and a bowl for the seeds · a baking sheet, a little oil, and salt · paper and oil pastels or crayons · a globe or map · optional: a gourd or two

WEEK 1 · THE DETAILS

Pumpkins & Gourds

This week's poem

> *In the other gardens*
> *And all up the vale,*
> *From the autumn bonfires*
> *See the smoke trail!*
>
> *Pleasant summer over*
> *And all the summer flowers,*
> *The red fire blazes,*
> *The grey smoke towers.*
>
> *Sing a song of seasons!*
> *Something bright in all!*
> *Flowers in the summer,*
> *Fires in the fall!*

Learn about two lines a day; recite together on Friday.

Copywork, day by day

All copywork goes in the **journal**. **1st & 2nd:** *write name + date at the top first. Teach it* **I do → we do → you do** *— write the line yourself, do one together, then let them go on their own. Level it:* **K** *a word or two •* **1st** *the line •* **2nd** *the line, then a sentence of their own.*

Mon — *Jamie planted a seed.*

Tue — *A pumpkin grows on a vine.*

Wed — *The pumpkin can float.*

Thu — *The pumpkin is round and orange.*

Fri — *Good things take work.* + illustrate + sign

The daily extras

MON Poetry & Picture Study — 25 min

Reread the poem. Then look slowly through the pictures in *Pumpkin Pumpkin*. Notice how the pumpkin changes from page to page: a seed, a sprout, a flower, a little green pumpkin, a big orange one. *Which page shows the most change? What stays the same on every page?*

Ready for more? Put the pages in order from memory: seed, sprout, flower, pumpkin. Draw the four stages in a row.

Teach it: I do — read the first four lines aloud, slowly, like smoke drifting up. **We do** — say them together, twice. **You do** — they say the first four lines on their own.

TUE Explore the World — Where Pumpkins Come From — 25 min

Pull out the globe or map.

- **Pumpkins and squash first grew in the Americas.** Find Mexico and Central America. People there grew squash thousands of years ago, long before pumpkin pie.
- **Gourds** are cousins of pumpkins. Around the world, people dry them and make them into bowls, water bottles, and even instruments, like shakers and drums.
- Find where *you* live. What grows near you in the fall?

Mrs. A's note: *If you have a dried gourd, shake it. The rattle inside is the dried seeds.*

Teach it: I do — find Mexico on the globe and say "squash first grew here." **We do** — trace the way from there to where you live. **You do** — they find where they live and name one thing that grows nearby in fall.