



SPROUTS' MONTHLY BOOK



September 2026- Monthly Book

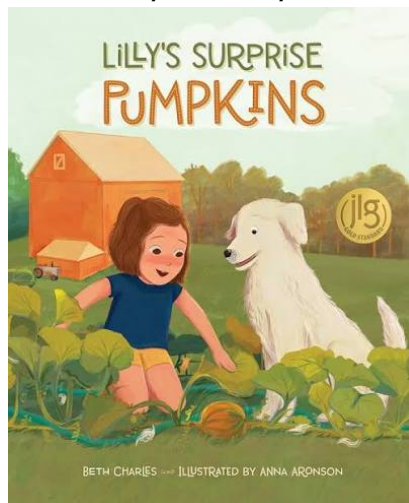
Lilly's Surprise Pumpkins

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Grade Levels Suggested: 1st-5th

Lesson by: Jonsey Proctor



Scan here for Lesson Slides!



Visit www.scfb.org/monthlybook to find the digital version of this lesson plan.

Lesson Plan

Time length of the lesson:

- Part A: 45 minutes–1 hour
- Part B: 1 hour

Standards Addressed:

Part A:

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

1-LS3-1. Make observations to support an evidence-based claim that most young are like, but not exactly like, their parents.

2-LS2-1. Plan and conduct an investigation to determine what plants need to grow.

3-LS1-1. Develop and use models to describe how organisms change in predictable patterns during their unique and diverse life cycles.

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function together in a system to support survival, growth, behavior, and reproduction.

5-LS1-1. Support an argument with evidence that plants obtain materials they need for growth mainly from air and water.

Part B:

1.MGSR.1.2–Use nonstandard physical objects to estimate and then measure the length of an item as the number of same size units of length with no gaps or overlaps.

2.MGSR.1.1–Select and use appropriate tools to estimate and measure the length of an object or distance to the nearest customary unit. Limit to inches, feet, and yards.

3.MGSR.2.4–Estimate and measure length/distance to the nearest half inch and nearest whole centimeter.

4.MGSR.2.3 Measure length to the nearest quarter inch.

4.MGSR.2.4 Measure weight in customary units and metric units to the nearest whole unit. Limit to ounces, pounds, grams, and kilograms.

5.MGSR.2.2 Estimate and measure lengths to the nearest eighth of an inch or nearest millimeter

Objective of the lesson:

- Students will be able to identify the different parts of a pumpkin.
- Students will be able to use measuring skills to measure the height, weight, and diameter of a pumpkin.

National Agricultural Literacy Outcomes:

- T1.K-2 – Describe how farmers/ranchers use land to grow crops and support livestock
- T1.3-5-Recognize the natural resources used in agricultural practices to produce food, feed, clothing, landscaping plants, and fuel (e.g., soil, water, air, plants, animals, and minerals)
 - T2.K-2-Explain how farmers/ranchers work with the lifecycle of plants and animals (planting/breeding) to harvest a crop

Materials list:

Part A:

- Handout
- Scissors
- Glue sticks
- Various size pumpkins

Part B:

- Various size pumpkins
- Ruler or yardstick
- Scale
- Tape measure
- Unifix cubes if using non-standard units to measure
- Recording sheet

Lesson Steps:

This lesson has 2 parts. You can select just 1 part to complete with your students or do both parts.

Part A:

1. Ask what students know about pumpkins, and create a class list.
2. Read the book "Lilly's Surprise Pumpkins"
3. Ask students what they learned about pumpkins.
4. Play the Parts of A Pumpkin Video
 -  [Parts of a Pumpkin for Kids – Fall Learning – Pumpkin Fun Facts](#)
5. Talk about the parts of the pumpkin with the class and why these parts are important.
6. Allow students time to look at the various pumpkins. Tell them to find 1 thing they have in common and 1 thing they have different.
7. Give students a chance to share.

8. Ask if all the pumpkins have the same parts even if they are different sizes/colors?
9. Have students complete the parts of the pumpkin cut and paste activity.

Part B:

1. Ask students what they know about pumpkins.
2. Read the book "Lilly's Surprise Pumpkins"
3. Ask students what they learned about pumpkins.
4. Review measuring height, weight, diameter using 1 pumpkin. Students can use standard units of measure (inches or centimeters) or non-standard units of measure.
5. Give each group a different pumpkin. Have them measure the height, weight, and diameter of their pumpkin. They can also include any other observations.
6. Have each group share the measurements for their pumpkin.

Optional Extension:

Allow students to estimate how many seeds are inside their pumpkin. Teachers then cut the tops of each pumpkin. Students work together to pull out all the seeds and then count the seeds. Have each group share their estimate and the actual number of seeds.

****You may want to complete the extension section outside to reduce mess. Also, counting seeds can take awhile so prepare accordingly.****

Assessment:

Part A:

Have students draw a diagram to show the parts of a pumpkin.

Part B:

Have students complete an exit slip sharing 2 things they learned about pumpkins.

Additional Resources:

- **Activities:**

- [Fall Objects Craft](#)
- [Life Cycle of a Pumpkin](#)
- [Roll a Pumpkin](#)

- **Ag Mags:**

- [Fall Foods](#)

- **Books:**
 - [Pumpkins](#) by Ken Robbins
 - [Life Cycles: Pumpkins](#) by Robin Nelson
 - [How Many Seeds in A Pumpkin?](#) By Margaret McNamara
- **Additional Lesson Plans:**
 - Pumpkins Not just for Halloween-[Lesson Link](#)
 - The Case of the Missing Pumpkin-[Lesson Link](#)
- **South Carolina Agricultural Information**
 - [State Agricultural Facts](#)
 - [Teacher Center | National Agriculture in the Classroom](#)
 - [Food & Farm Facts | South Carolina Farm Bureau](#)

References:

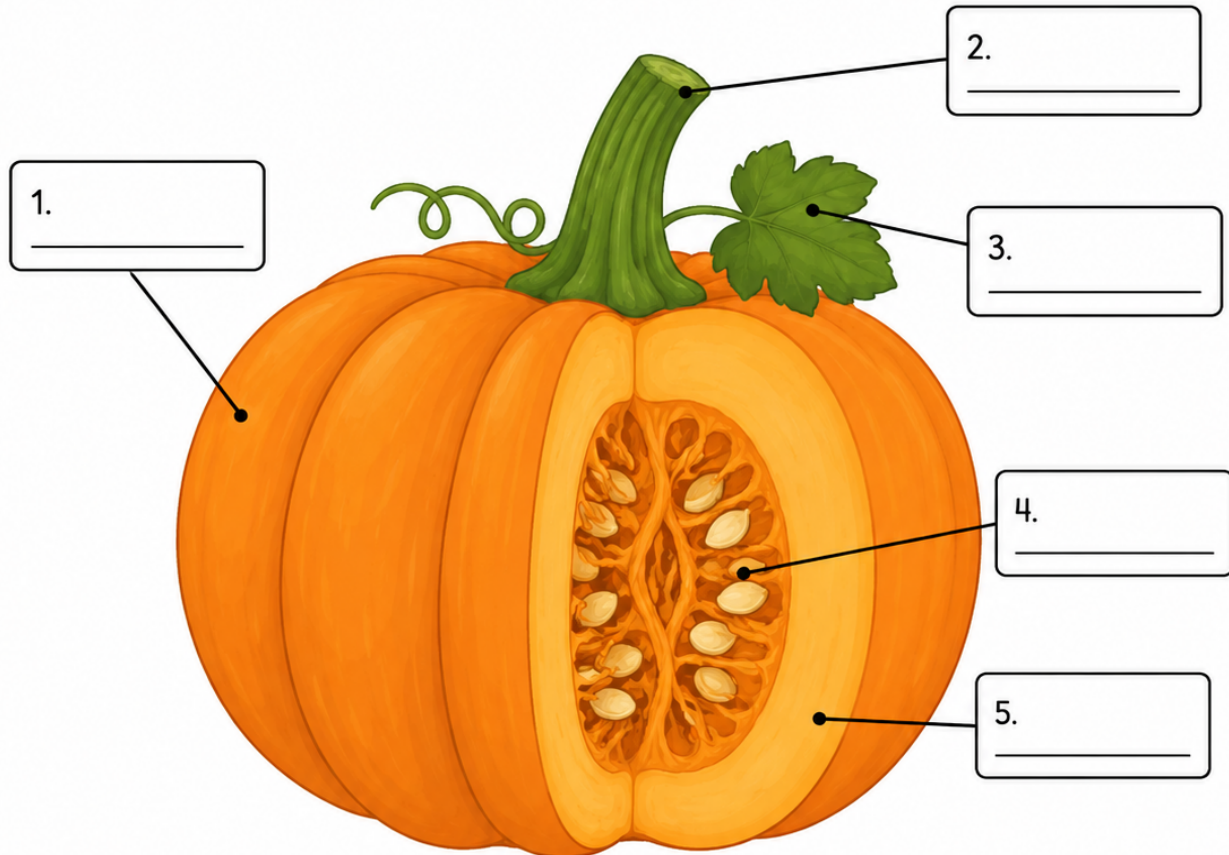


Name: _____

Date: _____

Parts of a Pumpkin

Look at the pumpkin. Write the correct part name on each line.



Cut out the words below.

stem

leaf

seeds

pulp

skin

Name: _____

Date: _____

MEASURE YOUR PUMPKIN!

Use the tools shown to measure your pumpkin.



1 HEIGHT

Use a ruler or yardstick.

Measure from the bottom of the pumpkin to the top of the stem.



Height: _____

Unit (circle one): inches cm

2 WEIGHT

Use a scale to weigh your pumpkin.



Weight: _____

Unit (circle one): pounds (lb) kilograms (kg)

3 DIAMETER

Use a ruler or yardstick.

Measure straight across the widest part of the pumpkin (from one side to the other).



Diameter: _____

Unit (circle one): inches cm



Extra Observations:
