

Free Pumpkin Art  
And Activities II



J

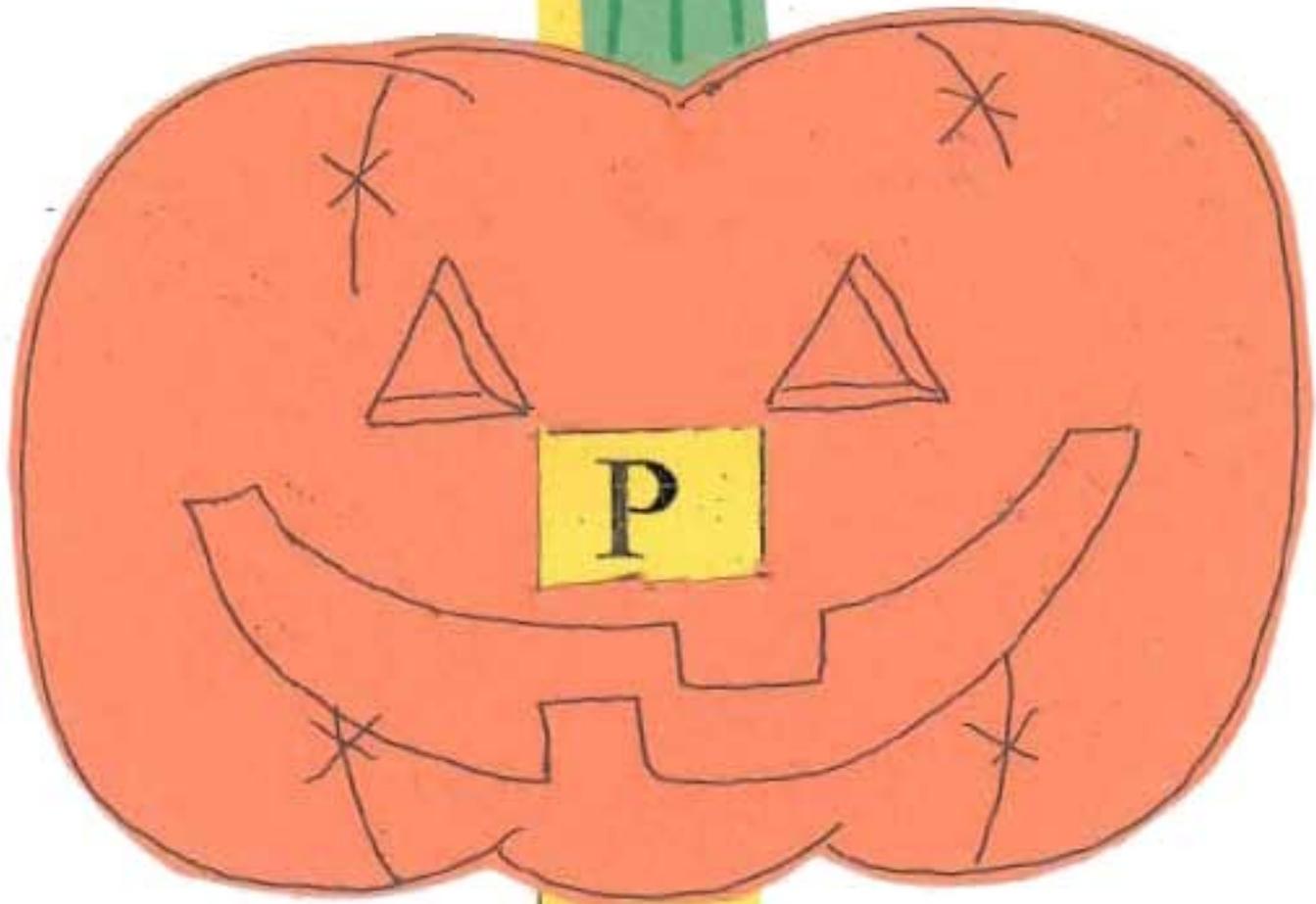
K

L

P

S

T



## Pumpkin Info-Strip Slider

### Materials:

- White, orange & green construction paper
- Scissors
- Crayons
- Glue stick

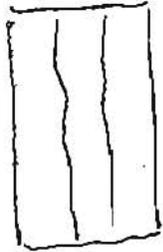
### Directions:

#### Prep:

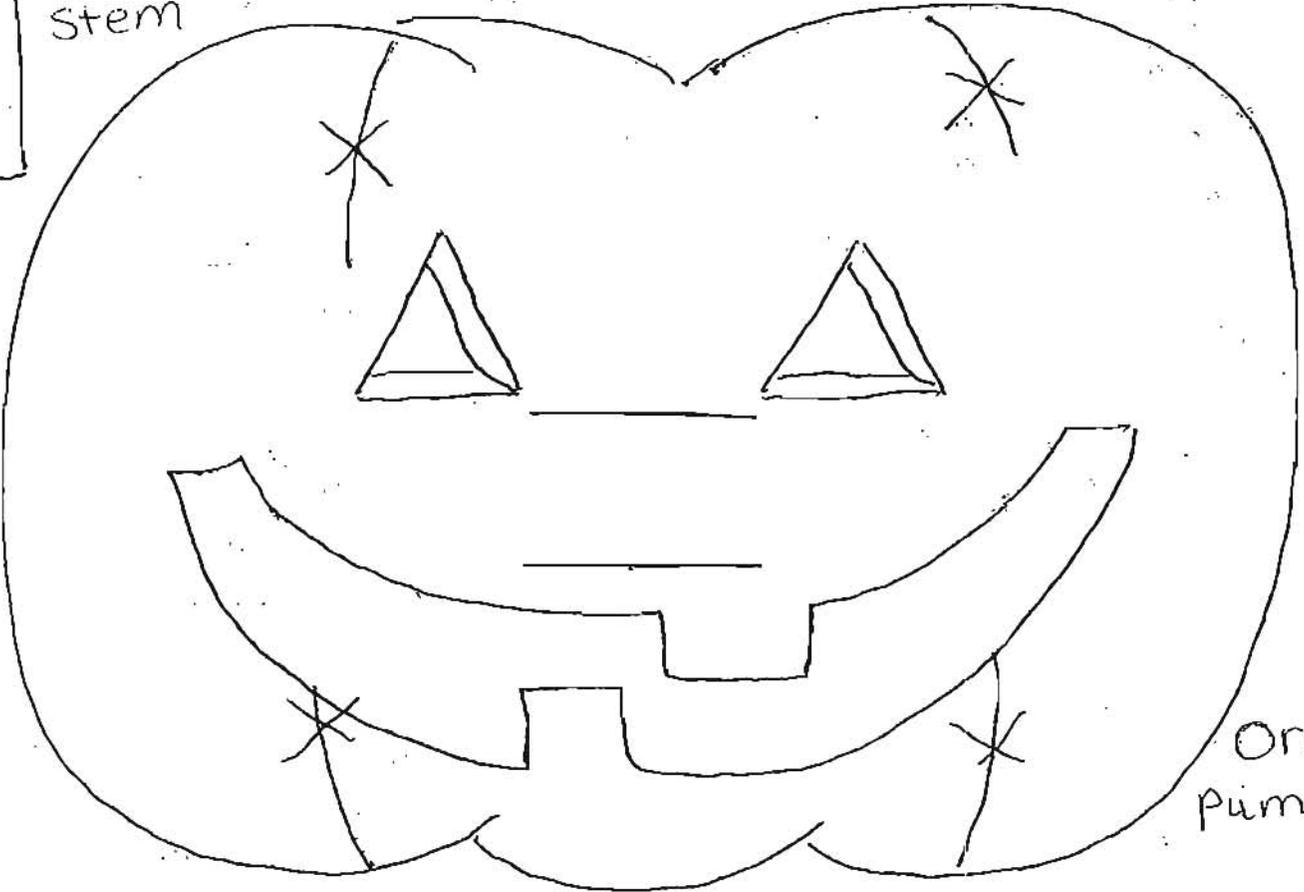
- Run off masters
- Pre-cut sliders
- Pre-cut slits in pumpkins
- Cut strips of green paper, then snip stems for pumpkin

#### The next day...

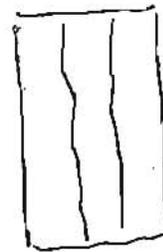
1. Children CUT out their pumpkin.
2. Children GLUE stem to top of the pumpkin.
3. Students WRITE their name on the BACK of their slider.
4. Children insert slider from the back to the front. Teacher decides what slider students will be working on.
5. As a whole group, we use the manipulative to review the information on the slider.
6. I encourage the children to do it again for their parents and include a note about the slider in my newsletter.
7. I ask parents to ask their child to share their slider with them. It helps reinforce lessons, builds self-esteem, and shows their child that they care about what they are learning in school.
8. Since we have a slider for each theme, they make a nice collection.
9. After my students are done with their slider, they clean up their work station, leave their slider at the table and transition to a Tummy Tubby Time activity. When everyone is done, they get their slider and sit on our *Circle of Friends* carpet.
10. Depending on time, we insert 1 or 2 sliders and review the material as a whole group. I'll have them put the shortest slider in, take the other sliders back to their desk, and we'll review body parts (put your slider on your elbow, knee, wrist etc.), then we'll use it for spatial directions; (put your slider on, behind, above, beside you.) We'll finish up with the *Slider Pokey* and finally "Blast Off" counting from 10-0 and then go put our sliders in our backpacks. ☺



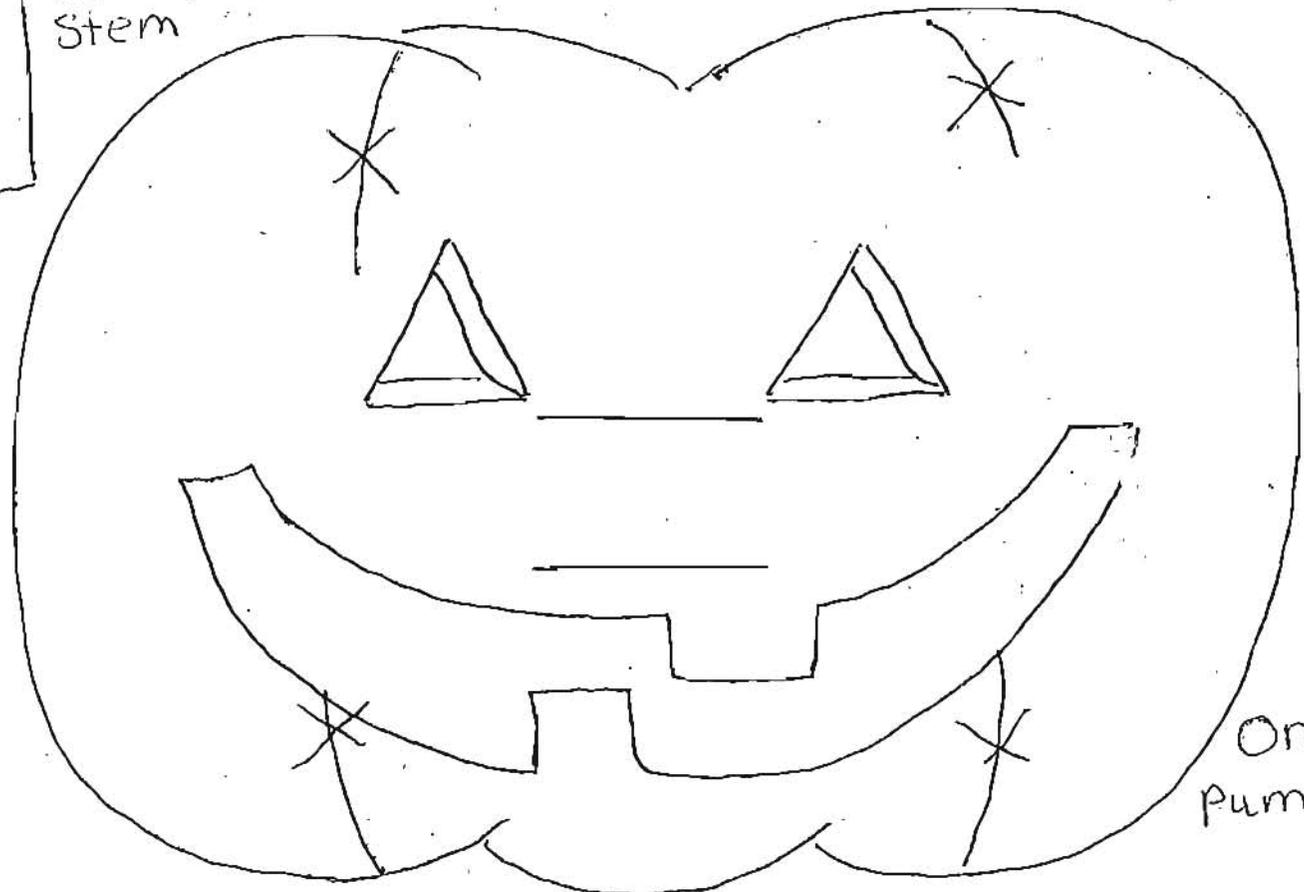
Green  
Stem



Orange  
Pumpkin



Green  
Stem



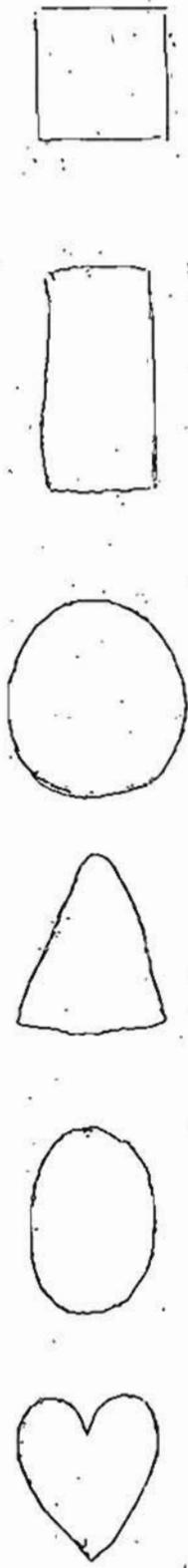
Orange  
Pumpkin

0  
1  
2  
3  
4  
5  
6  
7  
8  
9  
10

A  
B  
C  
D  
E  
F  
G  
H  
I

J  
K  
L  
M  
N  
O  
P  
Q  
R  
S  
T

U  
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W  
X  
Y  
Z



©TeachWithMe.com Sliders

Cut Out Sliders. Insert Into Slider Pumpkin Slits.

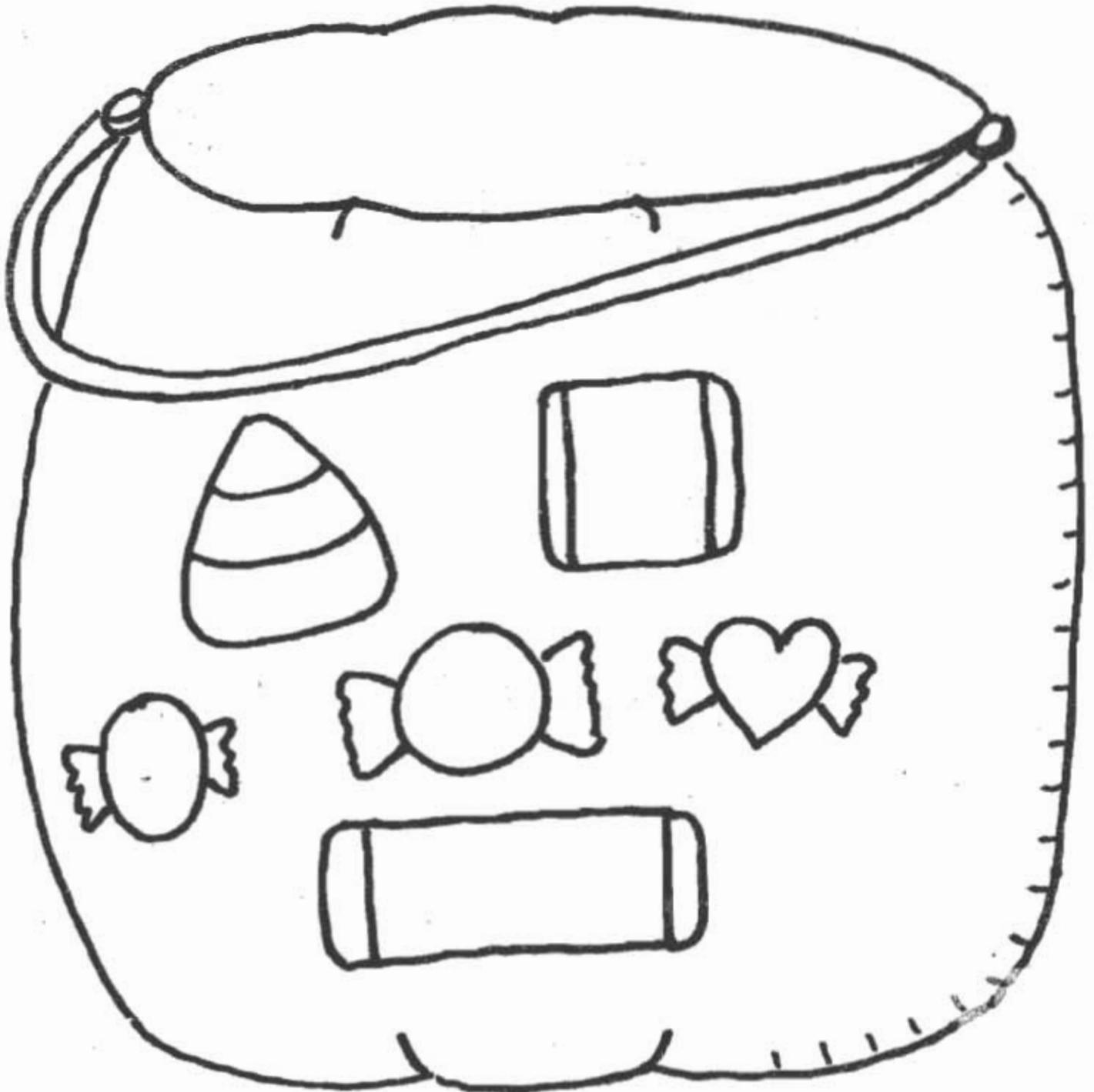
Slits to review numbers, letters & shapes.

For the alpha bet slider glue 2nd strip "J" under "I" & 3rd strip "U" under "T". To Avoid, accidentally pulling out strips you can glue a longer strip of paper on the end & then simply fold the end tabs in to pull the strip out to change to another slider.

Students can  
Color the  
Shapes

Instead of: "Peter-Peter pumpkin eater, had a wife and couldn't keep her.  
Put her in a pumpkin shell and there he kept her very well." How about:

**Halloween trick or treater, got some candy from the teacher.  
Put it in a pumpkin shell, and there he kept it very well!**



**Directions:** CUT out the shapes and GLUE them to the appropriate candy, OR do the Listening and Following Directions "Trace & Color" activity.  
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## Listening & Following Directions Pumpkin Shell Skill Sheet



(If you have a young group just learning shapes, read the underlined words. If your group is older, or you want to assess for shape knowledge, do NOT read the underlined words. )

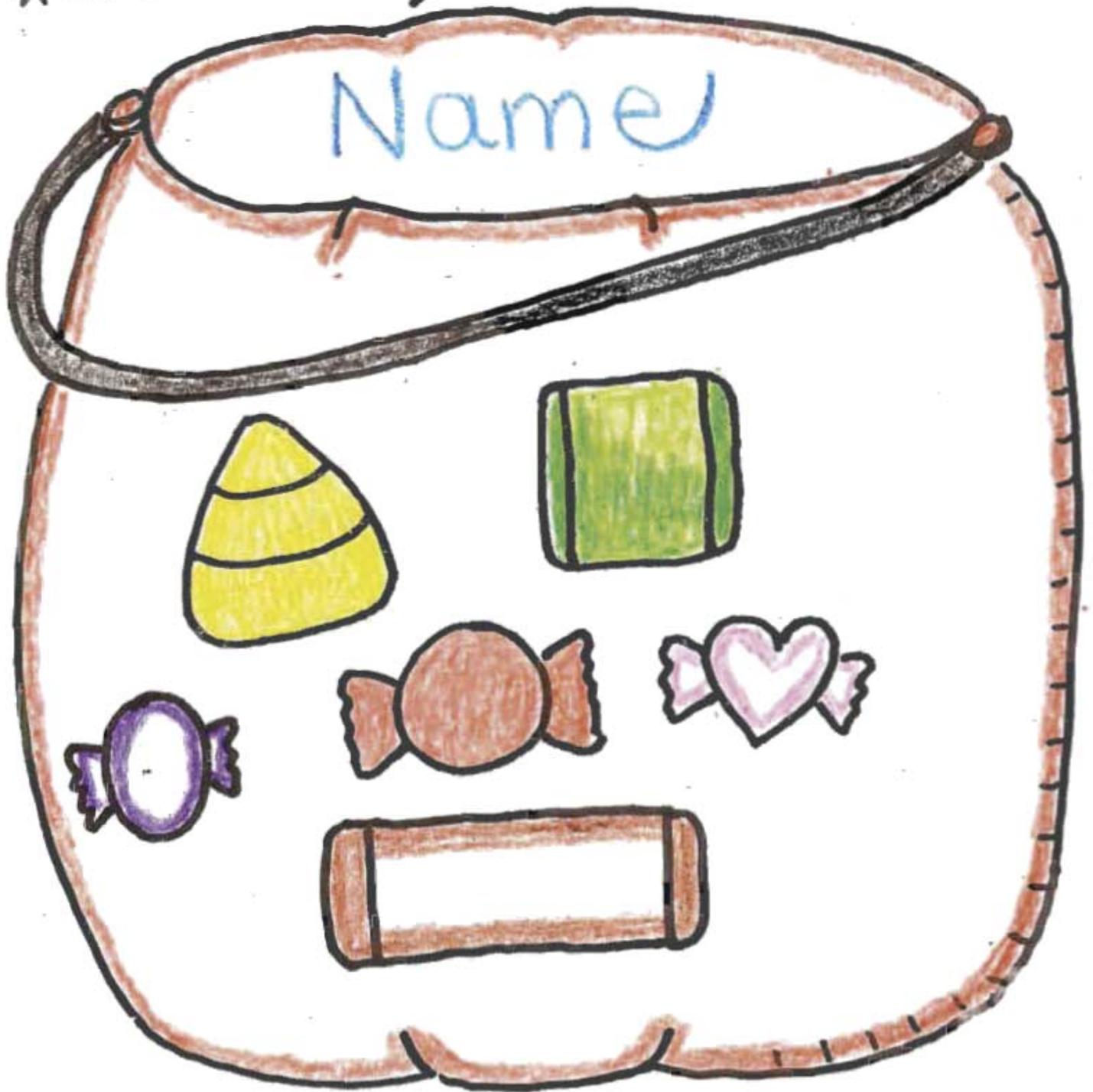
1. Using a **BLUE** crayon, **WRITE** your name at the top of the pumpkin so that it is **INSIDE** the shell.
2. **TRACE** around the pumpkin shell with an **ORANGE** crayon.
3. **COLOR** the handle **BLACK**.
4. COLOR the **TRIANGLE** candy corn eye **YELLOW**.
5. **COLOR** the candy bar **SQUARE** eye **GREEN**.
6. **COLOR** the **CIRCLE** candy nose **ORANGE**.
7. **TRACE** the **OVAL** check **PURPLE**.
8. **TRACE** the **HEART** check **PINK**.
9. **TRACE** the **RECTANGLE** candy bar mouth **BROWN**.
10. Turn to the person on you **LEFT** and wish them a “*Happy Halloween.*”
11. Check your paper and hand it to the teacher.



Instead of: "Peter-Peter pumpkin eater, had a wife and couldn't keep her.  
Put her in a pumpkin shell and there he kept her very well." How about:

**Halloween trick or treater, got some candy from the teacher,  
Put it in a pumpkin shell, and there he kept it very well!**

## \* Answer Key



**Directions:** CUT out the shapes and GLUE them to the appropriate candy, OR do the Listening and Following Directions "Trace & Color" activity.  
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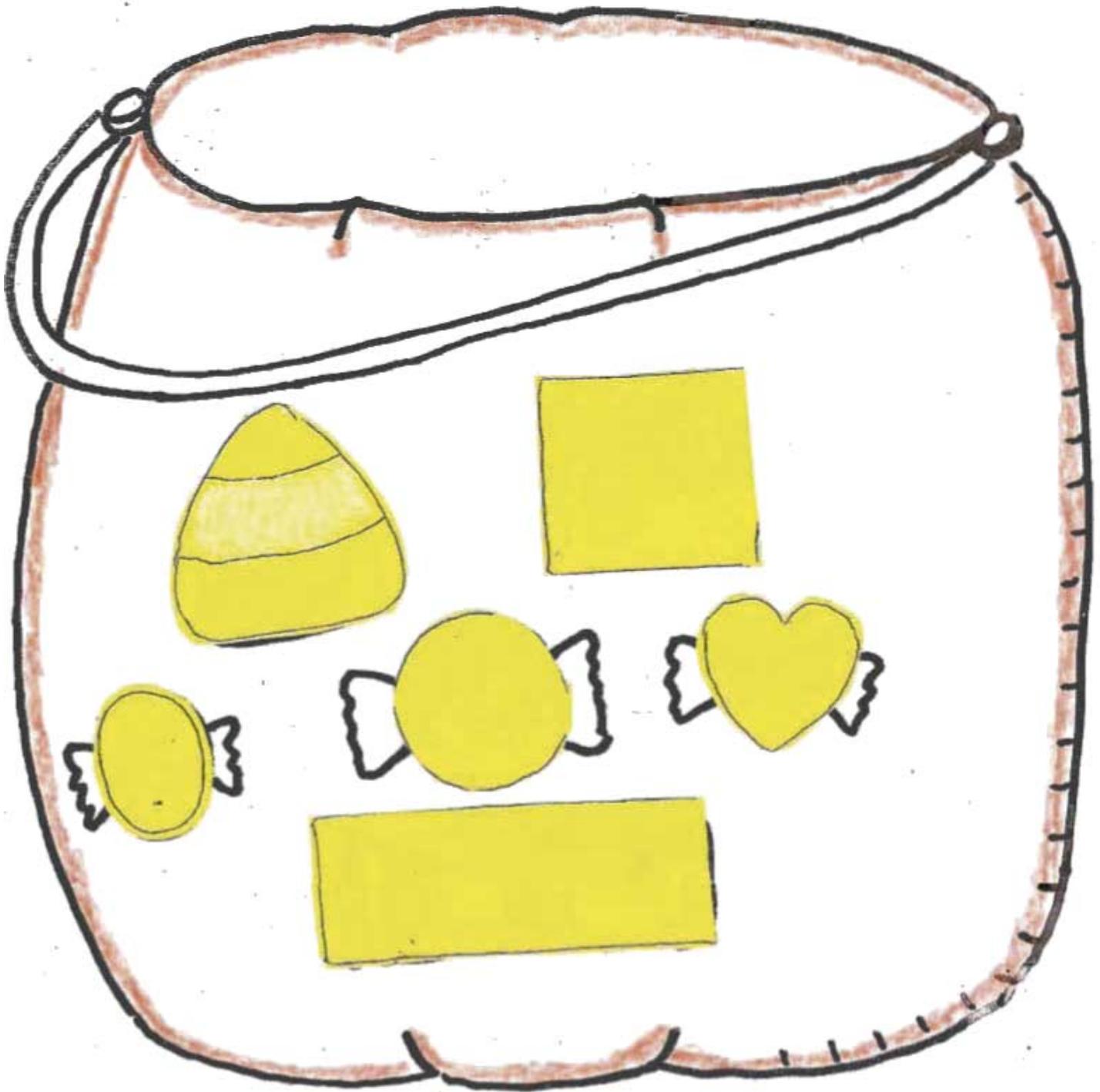
### Shapes for "Pumpkin Shell Skill Sheet"

**Directions:**

Run off on copy paper and let children COLOR, CUT, then GLUE to their papers, or run off on YELLOW or ORANGE construction paper. Children CUT and GLUE to their pumpkin shell.

Instead of: "Peter-Peter pumpkin eater, had a wife and couldn't keep her.  
Put her in a pumpkin shell and there he kept her very well." How about:

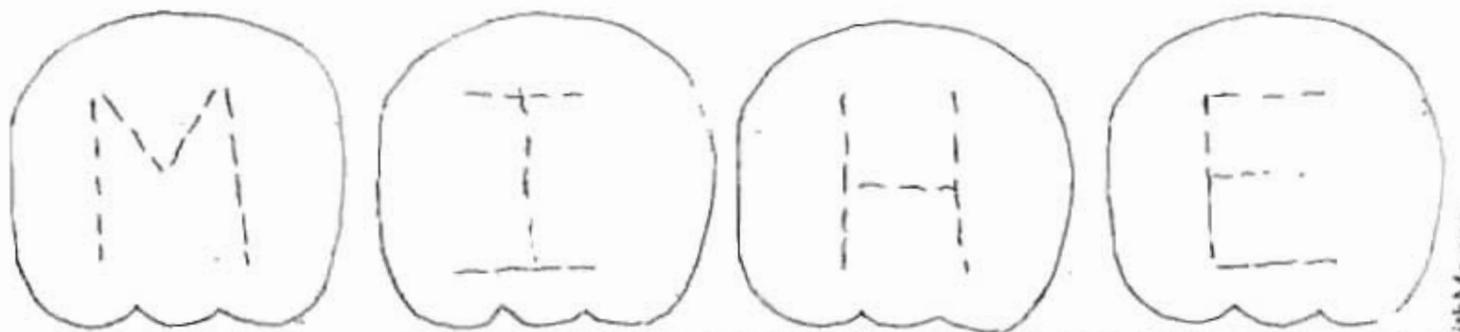
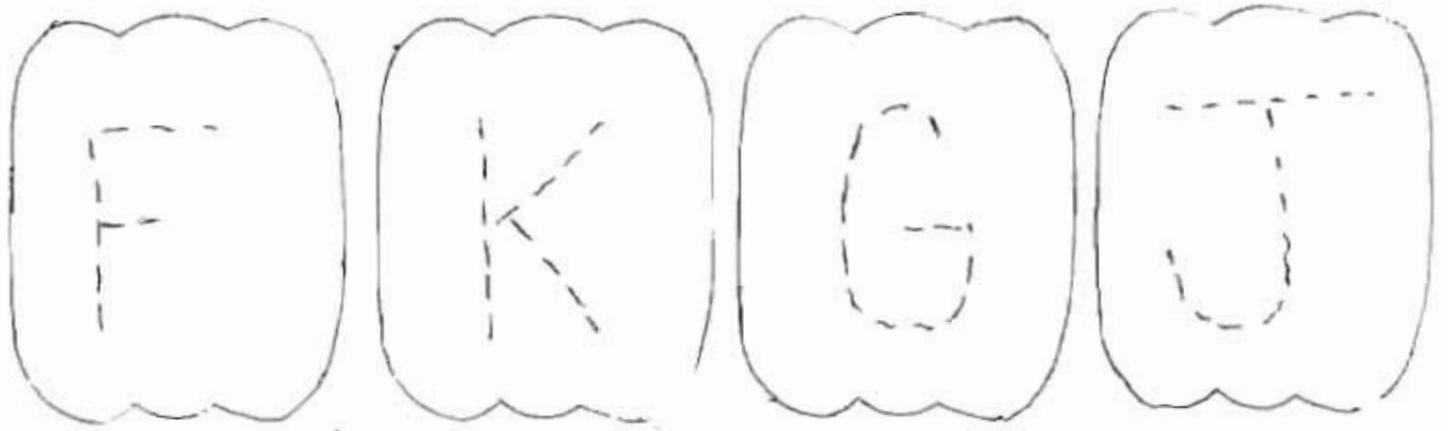
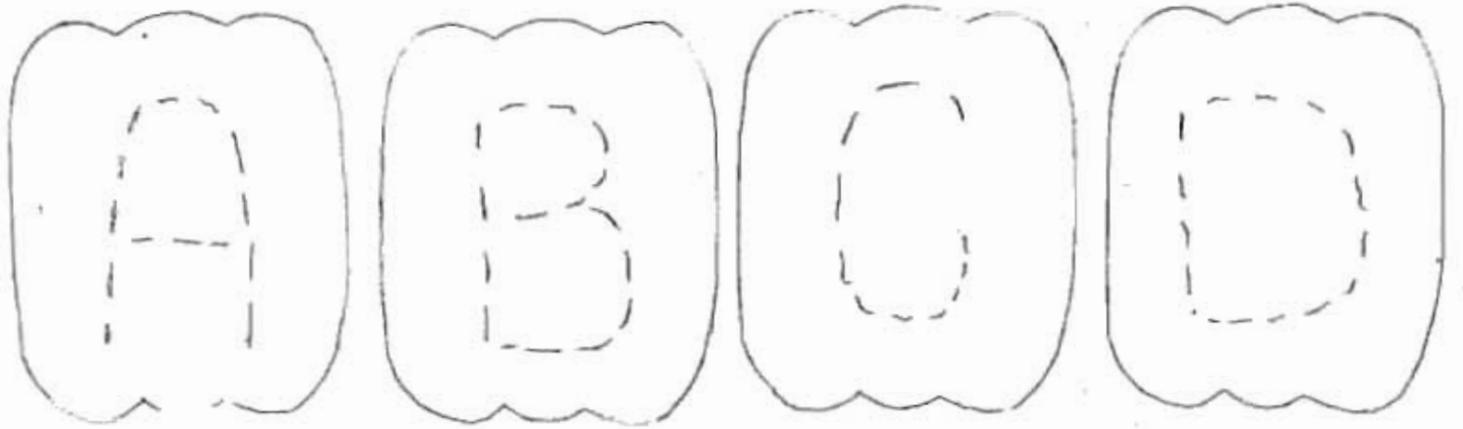
**Halloween trick or treater, got some candy from the teacher,  
Put it in a pumpkin shell, and there he kept it very well!**



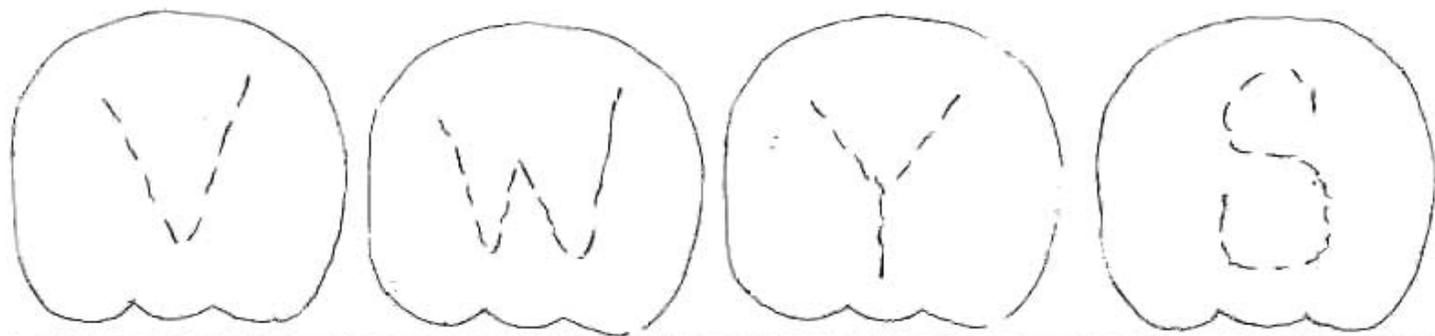
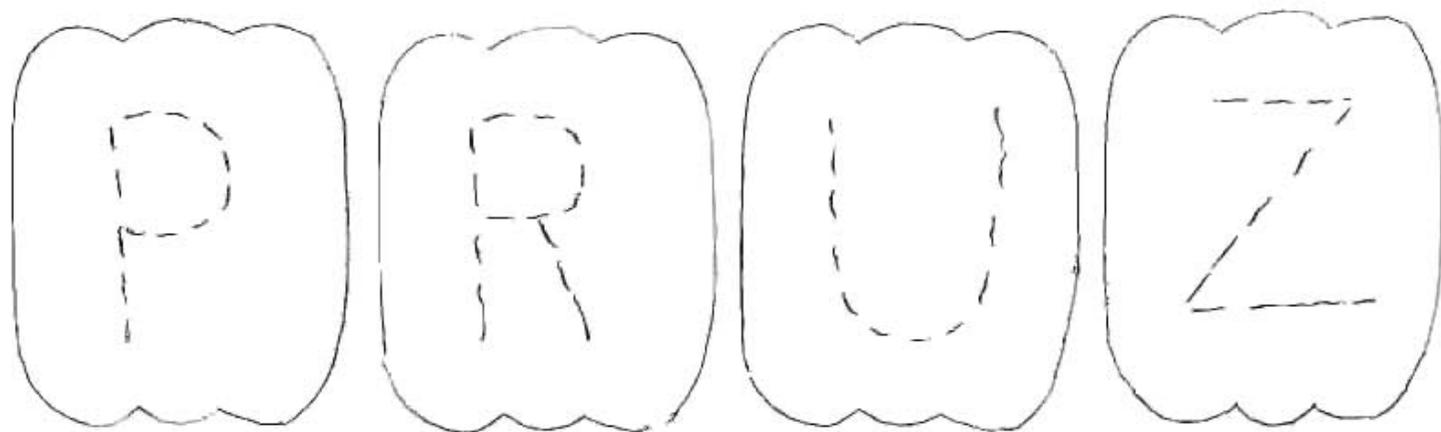
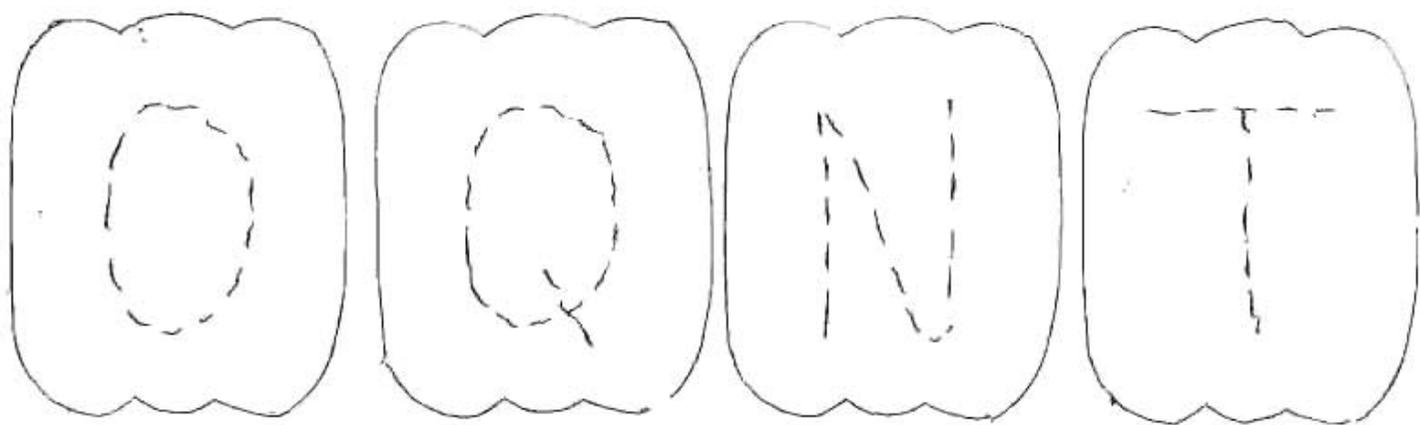
**Directions:** CUT out the shapes and GLUE them to the appropriate candy, OR do the Listening and Following  
Directions "Trace & Color" activity.  
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String Of Pumpkins Magic Trick. Print off 5 copies. Write an upper & lowercase letter on each one. Laminate & cut out. Lay a long piece of yarn down the back of your vertical line of pumpkins; tape it down.



a b c d e f g h i j k l m



n	o	p	q	r	s	t	u	v	w	x	y	z	
---	---	---	---	---	---	---	---	---	---	---	---	---	--



### **Glyph:**

- Choose a **TALL** pumpkin if you are one of the taller children in the class.
- Choose a **SHORT** pumpkin if you are one of the shorter children in the class.
- If you're a **BOY** draw/glue black **TRIANGLE** eyes on your pumpkin with the pointy side up.
- If you're a **GIRL** draw/glue purple **TRIANGLE** eyes on your pumpkin with the pointy side down.
- Draw/Glue X amount of squares on your pumpkin for a mouth of how old you are. (If you are 4 you will have 4 squares. If you are 5 you will have 5 squares.)
- If you are **happy** today make your pumpkin **smile**, if you are **sad** today make him **frown**, if you **don't know** make a **straight line**, if you are **mad** make the **squares go up and down**.
- If you **like** candy corn draw/glue a **yellow circle** for a nose.
- If you do **NOT like** candy corn draw/glue a **green circle** for a nose.
- If you've **never eaten** candy corn draw/glue a **purple circle** for a nose.
- If you're going to wear a **scary costume** for Halloween draw/glue a **brown rectangle** for a stem.
- If you're **NOT going to wear a scary costume** for Halloween draw/glue a **green rectangle** for a stem.
- If you're **NOT going to wear ANY costume** for Halloween draw/glue a **white rectangle** for a stem.
- Write your name with a black crayon on the back of your pumpkin.







**Our Classroom's Pumpkin Glyphs!**  
**We learned some things about our friends and had  
some great math and science extensions!**

This is the data we collected:

**Tally Time:**

How many GIRLS are in our class:

How many BOYS are in our class:

**Tally Totals:**

**Girls:**

**Boys:**

**Tally Time:**

How many students are TALL:

How many students are SHORT:

**Tally Totals:**

**Tall:**

**Short:**



**Tally Time:**

How many are HAPPY?

How many are SAD?

How many don't KNOW?

How many are MAD?

**Tally Totals:**

**Happy:**

**Sad:**

**Don't  
Know:**

**Mad:**



**Tally Time:**

LIKE candy corn:

Do NOT like candy corn:

**Tally Totals:**

**Like:**

**Don't:**



**Tally Time:**

**SCARY** costume:

--

**NOT** scary costume:

--

**NO** costume:

--

**Tally Totals:**

**Scary:**

--

**Not  
Scary:**

--

**No  
Costume**

--



Once we gathered and analyzed our data, it was time to make our graphs.  
This is how we measured up!



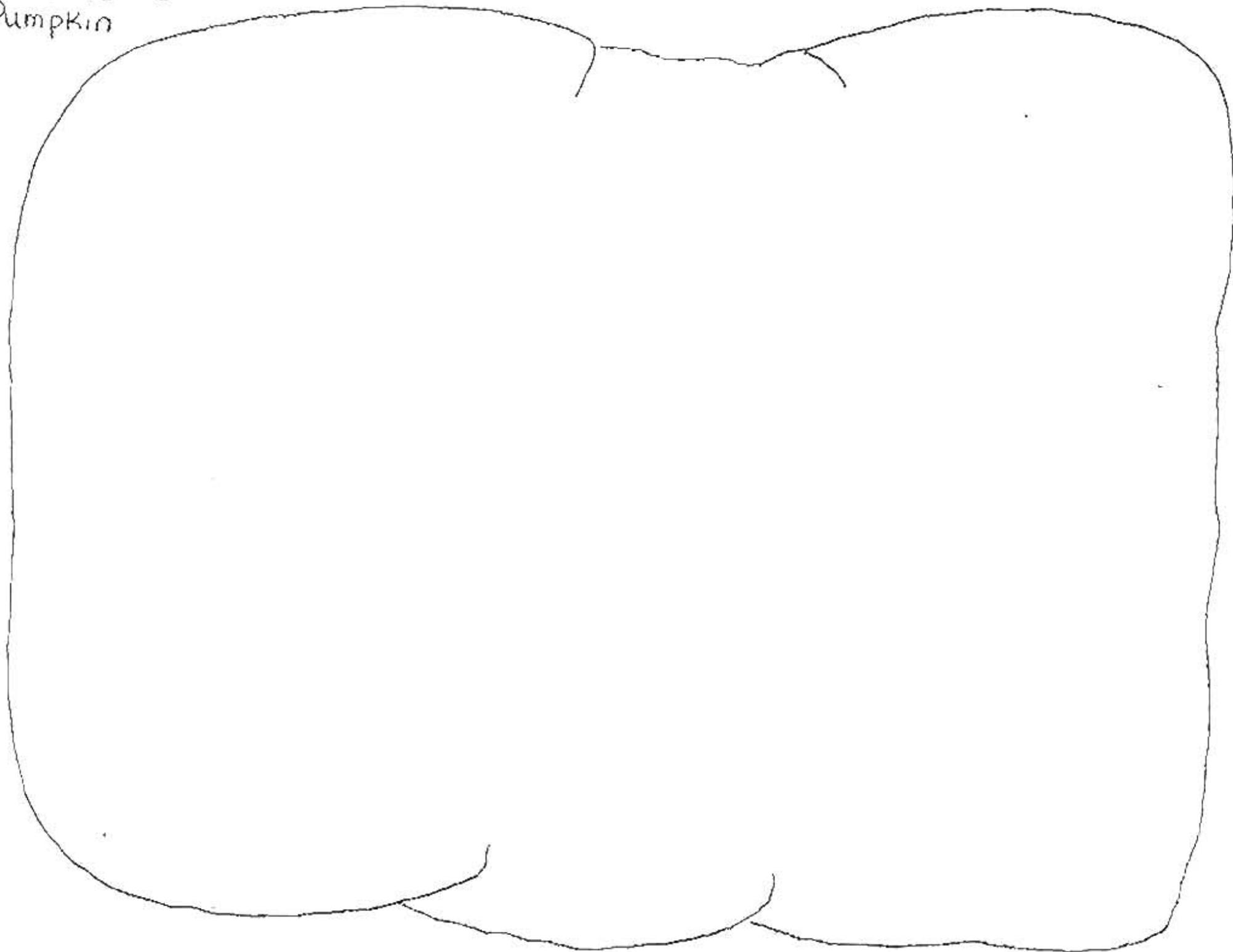




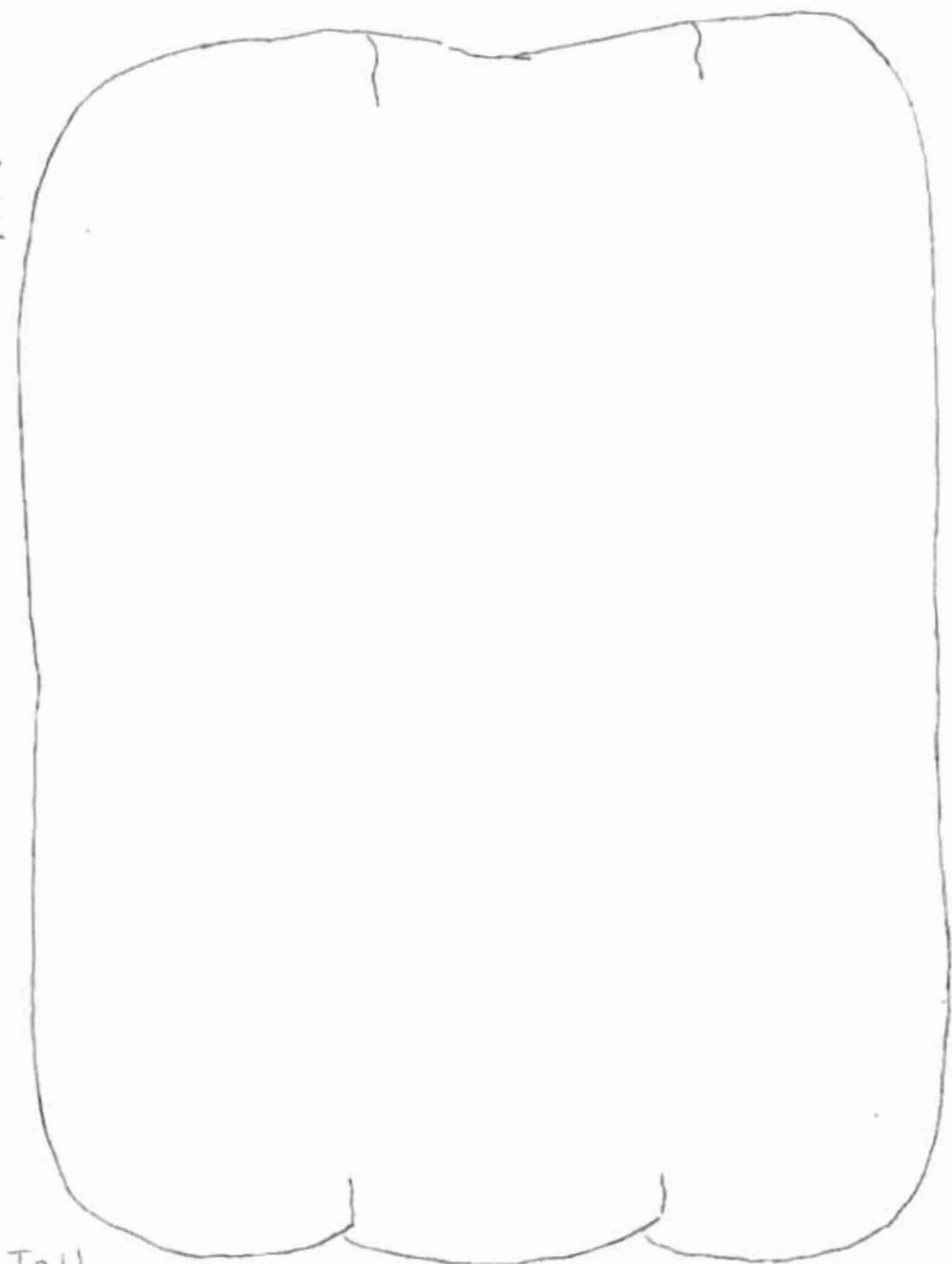




Short  
Pumpkin



Pumpkin



Tail











I love GLYPHS. I really was only familiar with them as an architectural vocabulary word from Mayan history, or an icon for today's symbolic road signs. I just learned a few years ago that teachers were using them to create adorable characters and unique art work! I think it's a wonderful way to learn about your class, use as a math extension and create graphs, and really incorporate the science technique of compiling and analyzing data. It works wonderfully with literature as a great comparison-contrast tool and makes for distinctive art projects! What a super cross curricular tool! Here's a pumpkin one for you to use for October.

Choose any two pumpkin stories; read them to your class; then compare and contrast them. How were they the same, different? I always like to put a Venn diagram on the board and introduce that math concept to my kids too. Then graph which story they liked best. Now transition them to their seats to listen and follow directions and make an adorable pumpkin glyph!

**Pumpkin Glyph:** You can cut out a supply of black rectangles, squares and black/purple triangles or you can have your students draw them for the pumpkin face. Do the same for the yellow, green, and purple nose circles, and the green, brown, and white stems. (Because circles are harder to cut, I use colored garage sale stickers for the nose.)

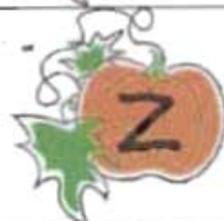
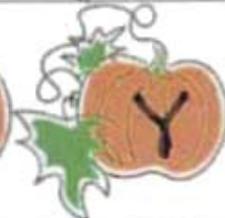
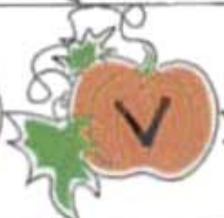
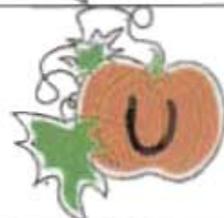
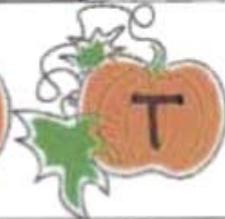
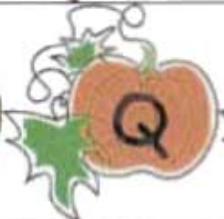
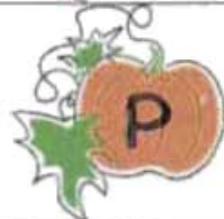
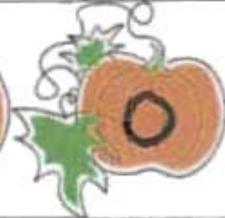
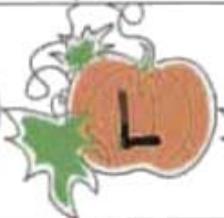
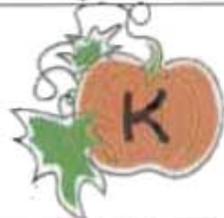
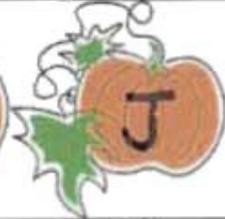
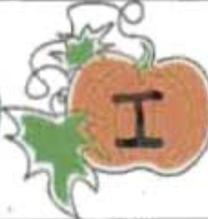
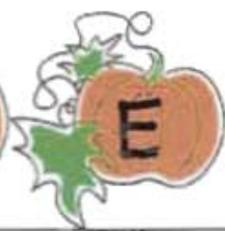
**Prep:**

- *Pre-cut pumpkins or run them off on orange construction paper and have the children cut them out.*
- *Pre-cut the construction paper circles, triangles, rectangles and squares. (I like to have them glue this activity. It takes less time and most of my Y5's can't draw shapes at this point in time.*
- *Graph the results for great math extensions and discussions.*
- *When the glyphs are done, post them in the hall along with the glyph directions and your graphing results.*
- *Prior to making their glyph, to help your students decide if they are tall or short have them line up according to height; tallest to shortest, then let them decide which group they want to be in. I tell them that I am considered a "short" person since I'm only 5.2" and I stress that we are all different and special and that it is great being short & tall.*

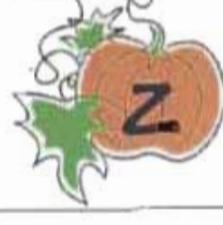
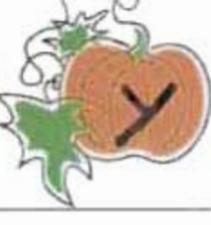
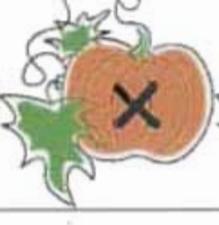
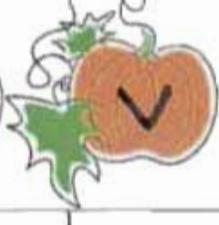
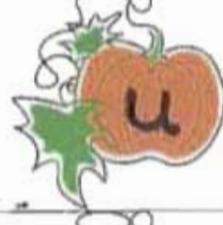
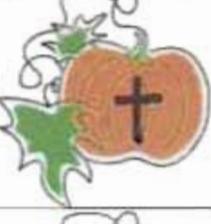
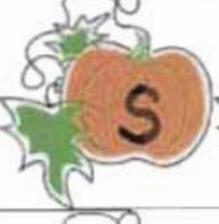
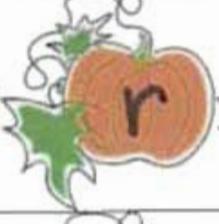
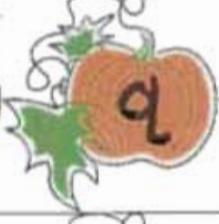
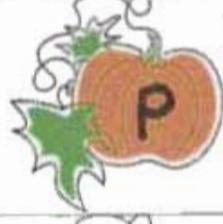
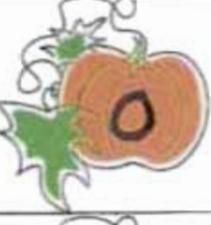
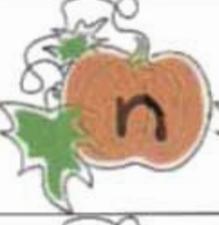
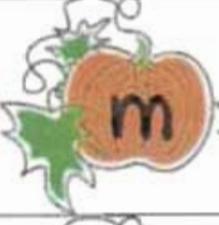
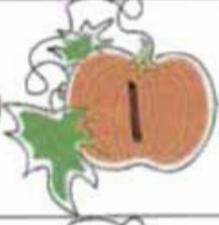
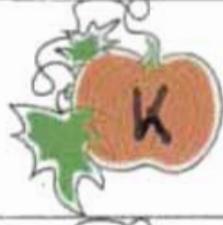
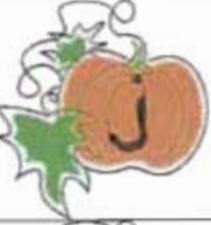
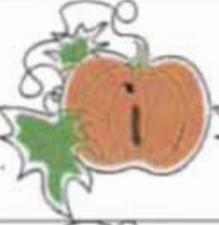
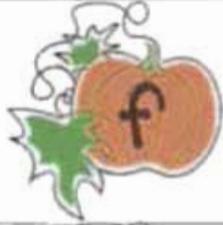
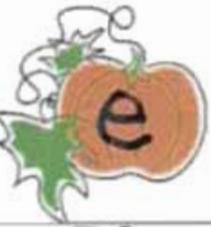
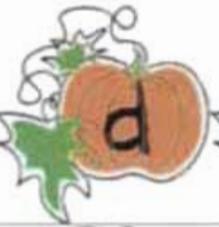
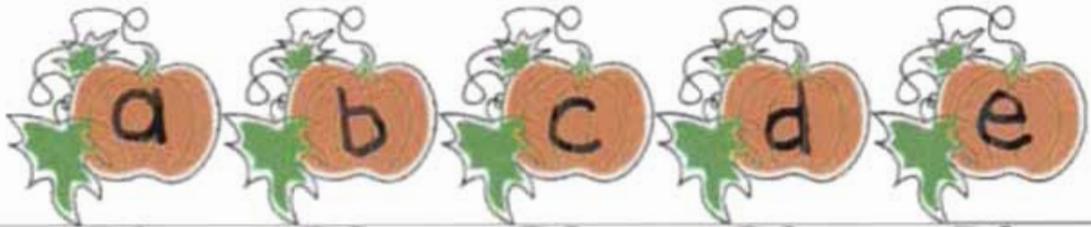
- If you're worried a parent will get a complex over this, just let your students pick out whatever pumpkin size they want.*
- *The same thing with the “feelings” smiles part of the glyph. I like to know how my students are feeling, but you might not want to post that graph in the hallway, or keep the names covered on the graph, or simply let the children decide how their PUMPKIN feels.*
  - *I write my students names in tiny print on the bottoms of their pumpkin so that people can see who made them. I've learned from past experience that having them write their name on the back of their artwork is the best, because they write so big.*
  - *I have samples of each kind of mouth posted on the board.*
  - *I like to do tally's because it's a fun way to count and a math concept.*
  - *Since graphing is one of my report card standards, I do it every day in a variety of ways.*
  - *I designed this type of graph so that parents can see how their child voted and children can easily see a color-type bar graph.*
  - *You can have children write in their own names; or to speed things up I often use a sticker name label or their photo.*
  - *I simply type my students names in the Windows Word Mailing Labels list and print off a bunch of labels each month for when I want things to look sharp on folders, files, artwork or do quick graphs.*
  - *As soon as school pictures come back I make a bunch of copies on the copier on the photo setting and cut each child's pix into an oval shape. I have a room mom helper do this for me and she puts them in little envelopes that I put in a picture file. They are perfect for all sorts of “keepsake” art projects, these kinds of graphs, and I often use them in my little reading booklets as a surprise ending.*
  - *For the square box they can color it in, put an X in it or put a sticker in it. I've included a blank template if you need more spaces.*
  - *After the month is over, keep the pumpkins and make these tally's and graph papers into a class book. Lay it out for conference time. Do an example of your own for the cover and title it: **Our Pumpkin Glyphs: A Cross Curricular Activity of Reading, Writing, Math, Science and Art!** They'll enjoy seeing how their child voted as well as look at their pumpkin glyph.*



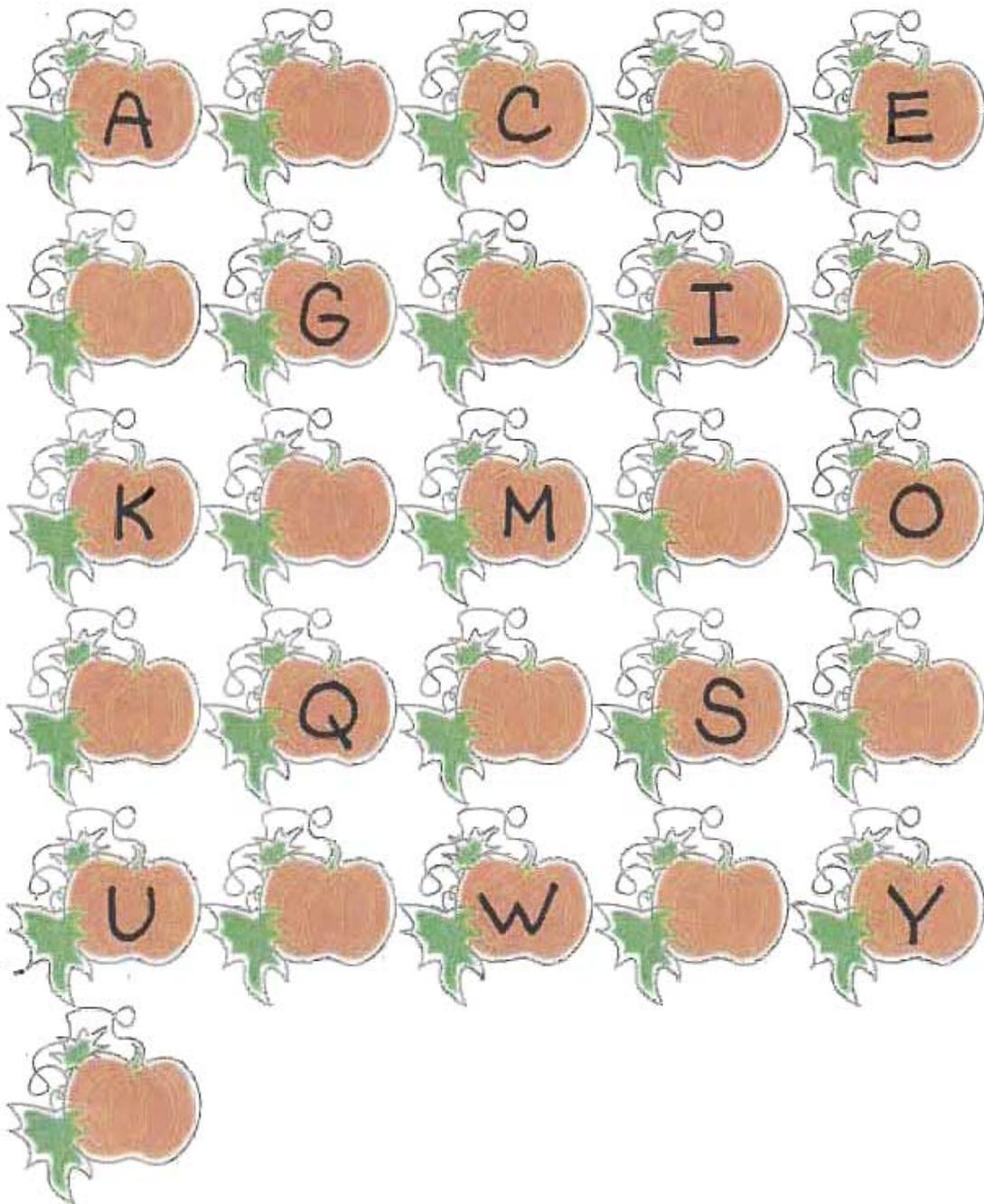
**October** UPPERCASE Alphabet helper strips. Students can CUT them into single strips and then GLUE them into one long strip. The strip will help them do the various Alphabet skill sheets.



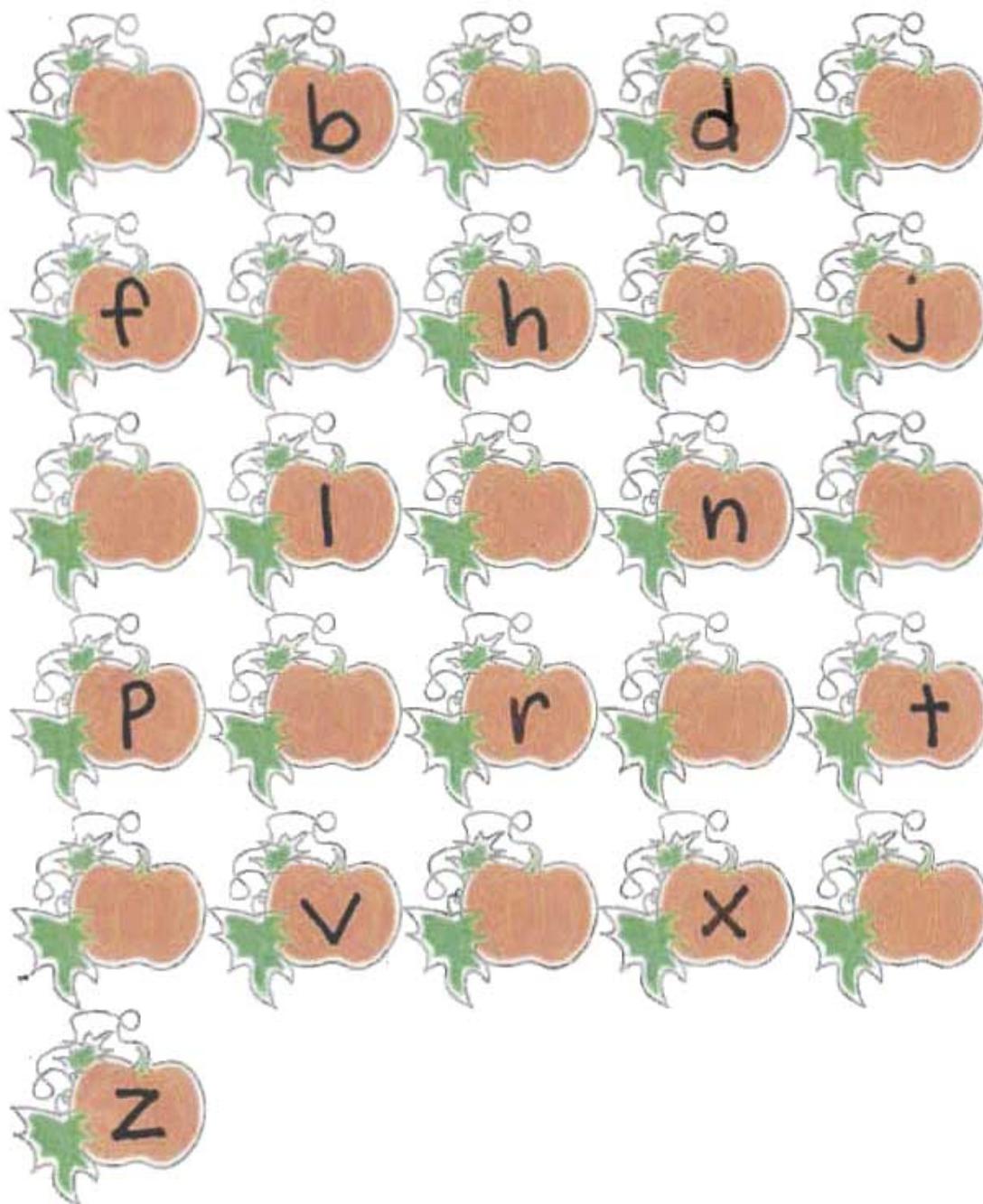
**October** LOWERCASE Alphabet helper strips. Students can CUT them into single strips and then GLUE them into one long strip. The strip will help them do the various Alphabet skill sheets



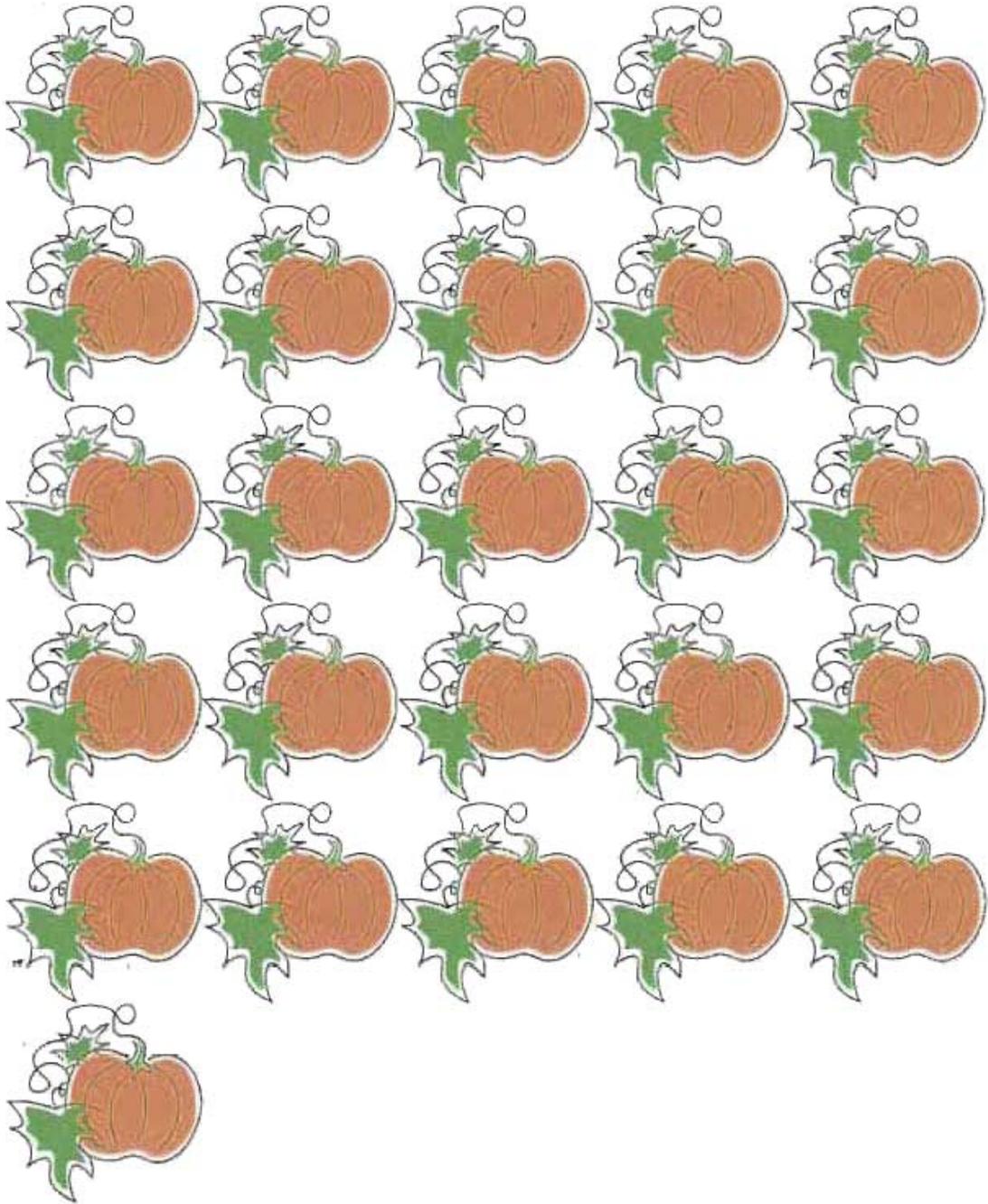
Pumpkin "What's Missing?" Skill Sheet



Pumpkin "What's Missing?" Skill Sheet



Pumpkin "What's Missing?" Skill Sheet



Trace the dashed letters.  
CIRCLE the lowercase letter that MATCHES the large uppercase letter.



a d o



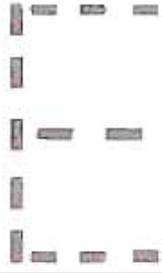
b d a



e c o



b d a



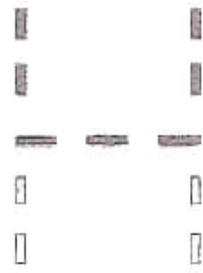
c e f



e c f



p g a

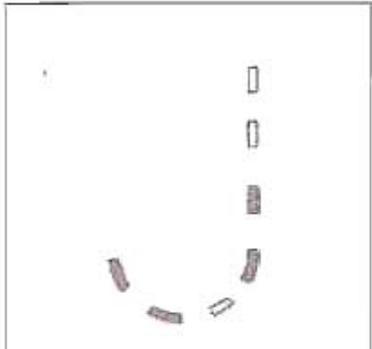


n m h



j i l

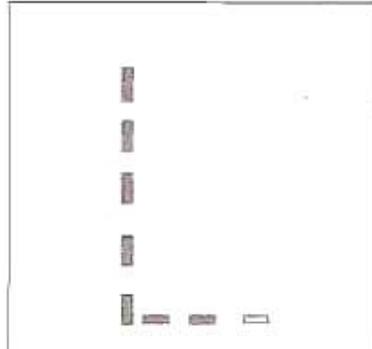




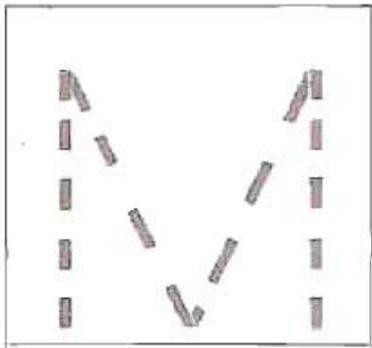
j i l



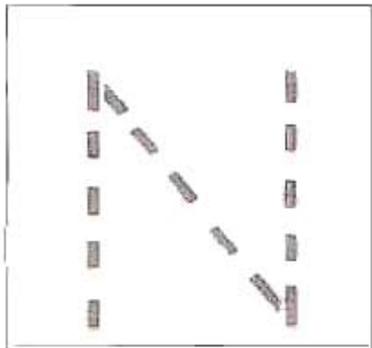
x w k



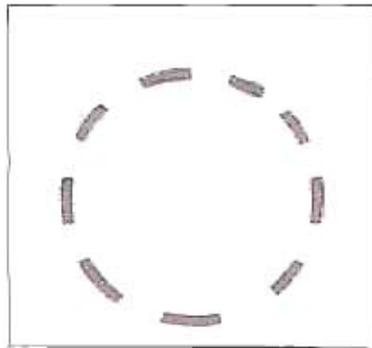
i l x



n m h



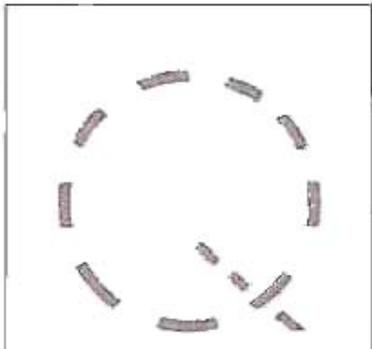
n h m



a b o



a p g

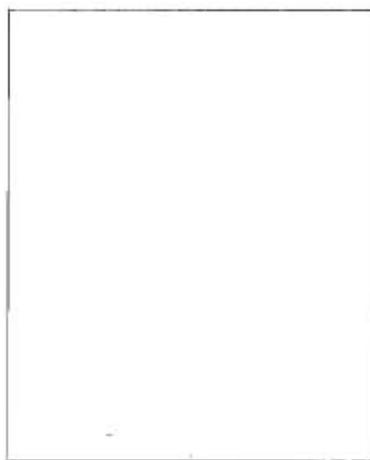
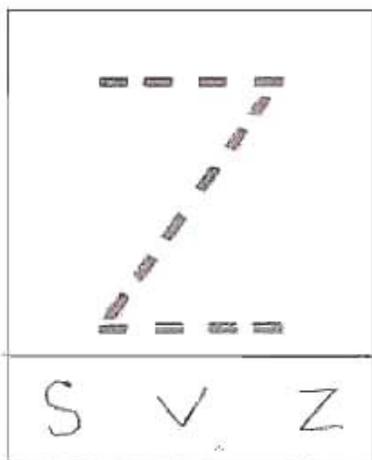
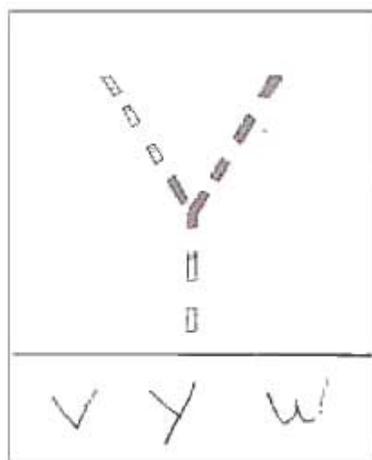
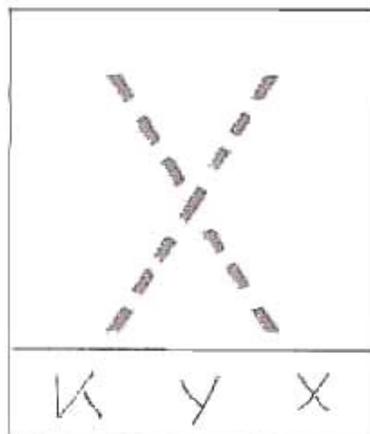
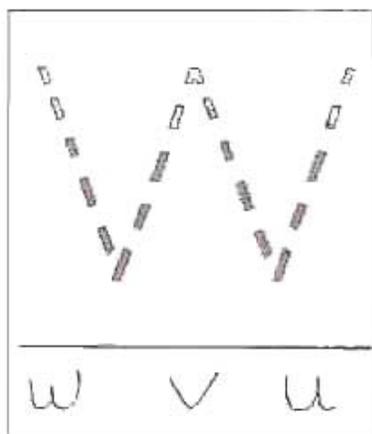
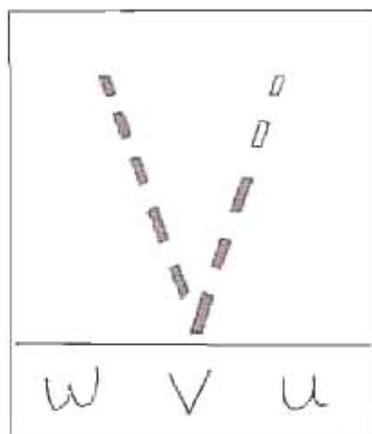
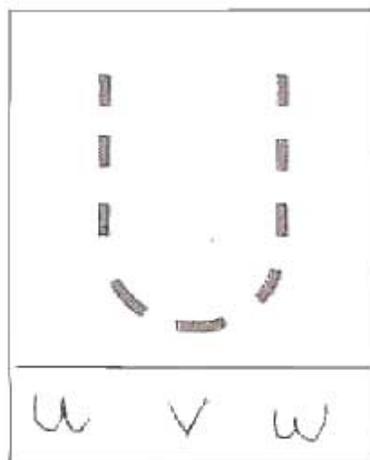
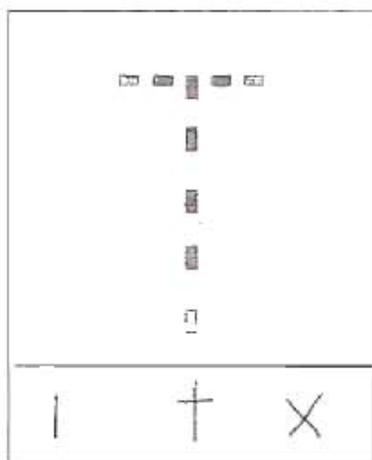
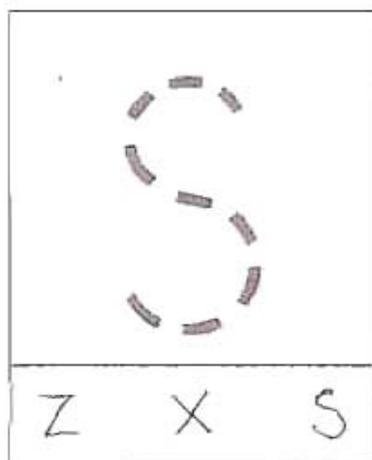


a g p



n a r





Trace the dashed letters.  
CIRCLE the uppercase letter that MATCHES the large lowercase letter.

O A Q



P O B



C D O



D P O



F E G



H E F



P G C



H I N



L H I



J A G



C K X



E F L

H M B



N D M



C D O



B P D



O P Q



R S T



Z S B



I J T



U V B



W U V



X W M



X V K



U Y V



S U Z

