

Subject: STEAM Pumpkin	Week Of: October 30, 2017	Name: Fuchs/Smith
Standards Addressed this week		
Essential Question	What is a pumpkin? What are some physical features of a pumpkin? How does a pumpkin grow, and what is the life cycle of a pumpkin? How can we make a pumpkin move?	
Objectives		
Science Room (Fuchs) 1st period 	Pumpkin Investigation! <ul style="list-style-type: none"> • Students will be split into 3 groups and have one pumpkin at each table • Discuss the parts of a pumpkin: ribs, stem, leaf, vine (life cycle)- read the story “Pumpkin, Pumpkin” • Explain the steps of the investigation: how many cubes tall is the pumpkin, how many “ribs” or lines does it have, how much does it weigh, will it sink or float, how many paper clips around is it? • ESTIMATE how many seeds the pumpkin will have on the inside! Begin to carve the top of the pumpkin and have students reach in to feel the inside and pull out the seeds! (Take turns) • Parent volunteers help students make groups of 10! Count all the pumpkin seeds and see which table has the most! • Students will wash their hands and come to the carpet for whole group discussion-explain what they learned! • Have students try real pumpkin seeds! Describe the taste-how many students like them vs how many students don’t 	

Steam Room

(Smith) 2nd period



HALLOWEEN
CATAPULT STEM

Pumpkin Catapults!

- Students will be working individually to create a catapult to launch candy pumpkins
- Introduction to the challenge for today: Punkin' Chunkin'
<https://www.youtube.com/watch?v=dmSyrGsqqmg8>
- Watch Brainpop on simple machines
- Discuss how we can use simple machines to create catapults to launch pumpkins
- Jot down student ideas on board
- Have students create their own catapults following explicit instructions
- Each student will test out their catapult to see how well it works and record the result
- Students will brainstorm adjustments, using the materials provided, that they could make to their catapults to make their pumpkin go further
- After making their adjustments, students will test their catapults again and compare to their first trials to see which one went further
- As a whole group, students will discuss what forces they can identify that played a part in this experiment

Name: _____

 **Pumpkin Chunkin**

Materials:
Craft Sticks Masking Tape
Plastic Spoons Little Cups
Rubber Bands Candy Pumpkin

Use what you know about fulcrum, levers, work, and force to create a catapult for your candy pumpkin.

Data Collection:

How many inches did your pumpkin launch? _____

How many centimeters did your pumpkin launch? _____

Draw a picture of your catapult below:



What materials did you use to create your catapult? _____

Was your catapult successful? _____

What could you have done differently? _____



Math Room

(McGinn) 6th period

Spookley pumpkin story

- Read the story "Spookley"
- Discuss various shapes seen through out the story
- Construct draft of own "spookley" pumpkin using the 3D shapes using pumpkins worksheet discuss vocabulary: faces, vertices, sides, corners, etc.
- Construct solid shapes using candy corn pumpkins and candy corn gummies/toothpicks
- Pumpkin math games when finished!
- Take a gallery walk and look at others



ELA Room

7th period

- Pumpkin snack and Watch the video of “Spookley the pumpkin”
- Literacy: RAZkids (pumpkin books fiction and nonfiction)
- Expository Pumpkin Writing: life cycle of a pumpkin booklet!

Group 1: Fuchs	Group 2: Smith	Group 3: McGinn
<ol style="list-style-type: none">1. Sid2. Sanvi3. Allison4. Lorielle5. Parisah6. Prajya7. Aaryan8. Hassan9. Saiyaansh10. Isabella11. Layla12. Aaron13. Vyom14. Anish	<ol style="list-style-type: none">1. Imran2. Tanvi3. Dunigan4. Saakshi5. Kaavya6. Ayaan Shah7. Jason8. Ayaan Bansal9. Suhani10. Neva11. Rhea12. Arvin13. Kien	<ol style="list-style-type: none">1. Benjamin2. Ari3. Shloka4. Taylor5. Aditi6. Ayan Ramesh7. Kazim8. Max9. Ashwika10. Sahana11. Omav12. Austin13. Justyn