ILLUSTRATOR:

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In this rhyming board book, five little pumpkins were out to have some fun. When it got late, "… out went the light and the five little pumpkins rolled out of sight."

**Note: There are several books with this same title. This review is specific to the ISBN listed below.*

Ages: Birth to 5 years

Interest Level: Infant to Kindergarten

ATOS Reading Level: 1.6

Lexile: AD250L

ISBN: 9780694011773

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Five Little Pumpkins

Why do you think the pumpkins roll out of sight?

Topics: counting, ordinal numbers, comparisons, predicting

Five Little Pumpkins is a short, Halloween-inspired counting rhyme featuring the numbers one to five and the first five ordinal numbers: "first," "second," "third," "fourth," and "fifth". Ordinal numbers can be used to describe the position, rank, or sequence of an object or event. Exploring and learning ordinal numbers helps children follow steps, describe sequences, and give more detailed directions and descriptions.

Before you read *Five Little Pumpkins* with your child:

- Point to an illustration of the pumpkins. What do you notice about the pumpkins?
- Ask your child if they've seen a pumpkin and to tell you what they may know about pumpkins.

While reading the book:

- Count what you see together, pointing to each object as you count.
- Look at the five pumpkins. What shapes do you notice?
- Compare the pumpkins. How are they alike? How are they different?

When you have finished reading the story, try the following:

- Look at the picture of the five pumpkins on the fence. Ask your children which pumpkin is first. Which pumpkin is third?
- Read the story again, pausing before the final word in a rhyme. Encourage your child to tell you what word they think comes next.
- Look at the illustrations together and talk about them using positional words like **on**, **next to**, **under**, **over**, etc.
- Visit a grocery store or a pumpkin patch together. Notice the sizes, shapes, and colors of the pumpkins. How are they different than the pumpkins in the story? Weigh several pumpkins with a scale. Notice how much pumpkins of different sizes and shapes weigh. Then choose a new pumpkin and estimate how much it will weigh. Now weigh it to see if your estimate was close.

Conversations During Daily Routines with Infants and Toddlers:

1. Play Time - Pretend to be a pumpkin rolling out of sight.
2. Travel Time - Talk about what you do first, second, and third on your next walk, car trip, or bus ride.
3. Snack Time - Count snacks together and talk about what your baby or toddler wants to eat first.
4. Dressing Time - Use ordinal numbers, “first,” “second,” and “third” to describe what’s happening as you put on a pair of shoes.
5. Reading Time - Count the pumpkins on a page in the story with your child.

Questions for Mathematical Thinking:

1. Are there more witches or pumpkins? How do you know?
2. What do you notice about the pumpkins’ faces?
3. How would you describe the pumpkin that you like best?

Early Math Project Resources:

Visit Five LIttle Pumpkin Activities (www.earlymathca.org/five-little-pumpkins)

Follow this link or visit earlymathca.org/external-resources for additional online resources

Vocabulary

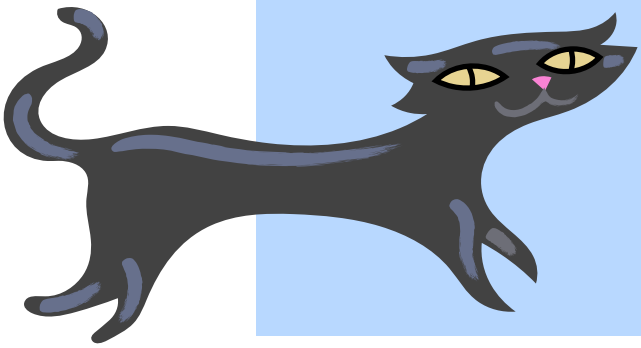
Math words found in the story: fifth, first, five, fourth, in, little, on, one, second, third

Related Math Words: cardinality, cardinal numbers, eighth, ninth, one-to-one correspondence, ordinal numbers, seventh, sixth, tenth

Words to Build Reading Comprehension: light, ready, rolled, sight, witches

Related Books: *Lyle Walks the Dogs* by Bernard Waber*; A Frog in a Bog* by Karma Wilson*, Banana for Two* by Ellen Mayer*, Doggies* by Sandra Boynton

Click this link to the World Catalog or enter https://bit.ly/44VZIiL to find *Five Little Pumpkins* in the public library.



Math Connections: Use *Five Little Pumpkins* to practice counting groups of one to five objects with your child.

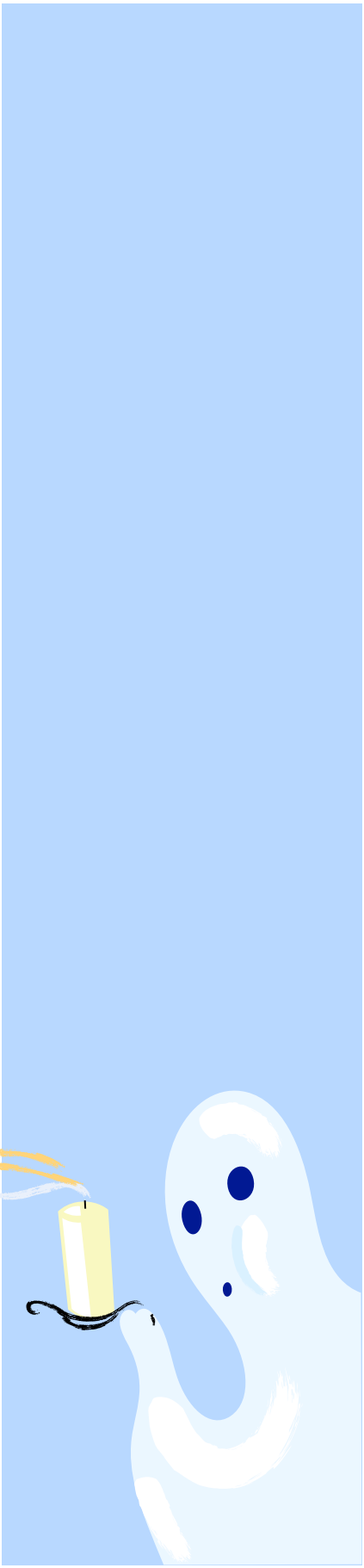
Notice that there is one house, one ghost, one moon, one chimney, one stem on each pumpkin, etc. There are two windows, three smiling pumpkins, four witches, and five pumpkins sitting on the gate. Count other things together, for example, the legs of the cat or the eyes on a pumpkin.

Encourage your child to point and count independently if they are ready to do so. If not, guide your child's finger to the objects and count aloud together or say the number-names if your child isn't ready to say them on their own. Counting and giving each object one number name is called *one-to-one correspondence.* Understanding one-to-one correspondence helps children to count a group of objects accurately.

Make a point of noting that the last number said when all of the objects have been counted represents the total number of objects. This is the concept of *cardinality.* A child has mastered this concept when they reliably tell you that the last number they said after they have counted all of the objects is the total number of objects (without recounting the objects). When counting the five pumpkins on the fence, you can reinforce this concept by saying, "One pumpkin, two pumpkins, three pumpkins, four pumpkins, five pumpkins. There are five pumpkins sitting on the fence together." Model one-to-one correspondence and cardinality as part of your everyday routine.

Use the story to classify and compare objects with your child. Group the objects by color. Which objects are orange, black, green, white, yellow, etc.? Which objects are more than one color? Consider grouping the pumpkins by their expressions or what they say. Which pumpkins seem happy, which pumpkins seem sad, which pumpkins seem shocked or surprised? Which pumpkins seem brave, adventurous, scared?

Use the story to introduce *ordinal numbers.* Ordinal numbers tell the position or the rank of something: first, second, third, and so on. Look at the picture of the pumpkins on the fence. Count the pumpkins. Use ordinal numbers to describe the positions of the pumpkins. Turn this into a game by describing a detail about one of the pumpkins and identifying the pumpkin by its position and asking your child to point to the pumpkin you are talking about.



"I think the third pumpkin is laughing. Which one am I talking about?" Encourage your child to use ordinal clues when describing the pumpkins to you.

Find other contexts in which you can use ordinal numbers. You might describe your evening routine: "First we eat dinner, second we have a bath, and third we go to bed." Or describe the order of a group of vehicles: "First is a red car, second is the blue car, third is the motorcycle, and fourth is the yellow truck."

Notice that many of the words in the story have similar sounds, for example the words "gate" and "late" or "run" and "fun." Explain to your child that these words that have similar sounds are rhyming words. Have fun with the rhymes in the story. Pause before a rhyming word so your child can predict what word comes next. Make up a different version of the story together with new rhyming words. "Five little pumpkins would like to ice **skate**. The first one said "Oh my, I can't **wait**. The second one said, "There are snowflakes in the **air**." The third one said, "What should we **wear**?"… Or change a word in the first part of the rhyme and make up a new rhyming sentence to follow: "The second one said, "There are witches in the **sky**." The third one said, "But we won't **cry**."

Age Level	Related Infant Toddler Foundations, Preschool Foundations and CA State Standards
Infant/ Toddler	**Number Sense** The developing understanding of number and quantity.
Preschool/ TK	**Number Sense 1.1** Recite numbers in order with increasing accuracy. **1.4** Count objects, using one-to-one correspondence (one object for each number word) with increasing accuracy. **1.5** Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).
Kindergarten	**Counting and Cardinality K.CC.1, K.CC.2** Know number names and the count sequence. **K.CC.4, K.CC.5** Count to tell the number of objects.