



The Book Planter



Ag in the Classroom

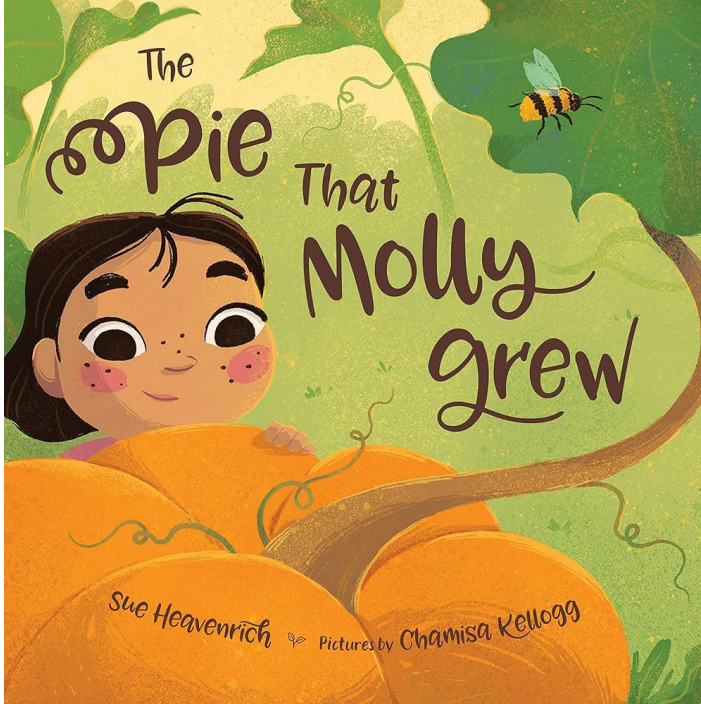
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The Pie That Molly Grew

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Using “The House That Jack Built” rhyme scheme and beginning with the planting of a single seed, the journey of bringing a pumpkin to harvest comes to life for young readers. Under Molly’s watchful eye and care, each stage of growth—from the seed, to the sprout, to the leaves, to the final fruit on the vine—is showcased. At the end, Molly’s lovely pumpkin is turned into a delicious pie for one and all to share in a celebration of gratitude. All from the seed that Molly sowed.

Before Reading¹

1. Show students the cover of the book. Ask, “What do you think this book is about?” Record their responses on the board or chart paper.
2. Look at the endpapers in the front and back of the book. Ask, “What do you notice?”
3. Ask if anyone grows their own pumpkins or has visited a pumpkin patch.
4. Ask students to discuss the following questions in their small groups:
 - a. What kinds of pollinators are you familiar with?
 - b. What makes a pumpkin a fruit instead of a vegetable?
5. Provide a list of plant-related vocabulary words. Have students write a definition for the words (they can use resources for this). Words can include *compost*, *pollinator*, *fruit*, *pollen*, *photosynthesis*.

After Reading - Ideas for Prompt Writing²

1. What is your favorite kind of pie? What words would you use to describe it to someone who has never tasted it?
2. If you were planting a garden, what kinds of seeds would you like to grow? Why?

3. Find the rhyming words in this book. Make a list from them. Then make a list of the new words you learned in this story about Molly and the pie she grew. Can you think of words to rhyme with them?

Activity 1: Do Pumpkins Sink or Float?¹

Materials

- A large plastic tub (clear is best) full of water
- Pumpkins of various sizes and types
- Other things for comparison: carrots, potatoes, beets, etc.
- Paper and markers

Procedures

1. Ask students, “Predict whether pumpkins (show the pumpkins) will sink or float.” Make a tally sheet for each pumpkin where you can record how many votes for each, either sinking or floating.
2. Ask the students to explain their answers. (They might think big pumpkins will sink because they are heavier, for example.)
3. Test each pumpkin and write the results on their tally sheet. What happened? Will other vegetables (or fruits) act the same way? Ask, “How are these vegetables and fruits similar? How are they different?”
4. What makes pumpkins buoyant (explain this word)? Cut one open and find out. There is a lot of air inside! Ask, “Why do you think pumpkins grow this way?”

Activity 2: Watch Pumpkin Seeds Sprout¹

Materials

- Clear containers: jars, plastic cups, sealable bags
- Paper towels, napkins, old shirts, or cotton balls
- Pumpkin seeds
- Spray bottle with water
- Magnifying lenses

Procedures

1. If you are using a cup or jar, tear a wide strip from the paper towel and place it around the inside of the container. Fill the center with crumpled up and dampened paper towels, damp cotton balls, or wadded up and dampened sections of old white T-shirts. The stuffing should be damp but not so wet that water collects in the bottom of the container. If you use sealable bags, you will need to fold a paper towel to fit, dampen it, flatten it out, and put it inside the bag.



2. Place the pumpkin seeds between the paper towel and the container – so you can see the seeds. You want them spaced at least an inch apart. Put it on a sunny windowsill. Spritz with water to keep the stuffing and paper towel damp. Remember to leave the sealable bag open.
3. Allow students to observe their seeds every day and make drawings and notes. Ask, “What does your seed look like before you put it in the container? When does the seed begin to germinate? Do all the seeds germinate? (If not, you can calculate a germination ratio for the class) What do you notice first? When does a sprout appear? What does it look like with magnification?”
4. Discussion questions:
 - When placing seeds in a vertical container (cup/jar) does it matter how the seed is placed? You could put some seeds pointed end up, some pointed end down, and some seeds sideways.
 - Do seeds need light to germinate? Put some “test” containers in the dark and check them out. Once the seeds germinate, do they need light to continue growing?
 - Can you transplant a sprout into a small pot? If your sprouts are spaced far enough apart so their roots don’t tangle, you can tear off the paper towel with sprout and plant it into a pot filled with seed starting mix or potting soil.
 - Can you grow a pumpkin indoors? You will need a large container, a sunny spot, and a willingness to prune the plant to a single vine. In addition, a tolerance for rambunctious growth and a way to trellis the vine, as they can grow 20 feet long!

Activity 3: The Great Pumpkin Roll¹

Materials

- Small pumpkins
- Board or other materials for a ramp
- Chair or cinder block to support the ramp
- Tape measure or yard stick

Procedures

1. Set up a ramp and allow students to roll pumpkins down the ramp.
2. Students will measure how far it rolls from the bottom of the ramp.
3. Questions to consider with the class before/during the activity. Allow students to reach a consensus.
 - Do pumpkins roll okay with their stems? Do they roll better – and farther – without stems? What does the stem do to their rolling?
 - How can we keep pumpkins from falling off the ramp? What a great opportunity to redesign the ramp so pumpkins stay on it!
 - What happens if we make the ramp steeper? Or less steep? How does that affect the distance the pumpkin travels? Measure the height of the top of the ramp. (Older kids: figure out a way to describe slope using math)

- How do pumpkins compare to other round things that can roll down the ramp? What contributes to the differences? (Weight? Whether surface is smooth or ribbed?)

Sources

1. https://www.sueheavenrich.com/uploads/1/3/4/2/134291261/pie_that_molly_grew_activity_kit.pdf
2. <https://www.judybradbury.com/picture-book/science-related-picture-book/the-pie-that-molly-grew/>

K-5 Subject Areas: English Language Arts, Math and Science

English Language Arts

- RL.K.1 With guidance and support, identify a detail in a familiar text.
- RL.K.2 With guidance and support, identify the main topic of a familiar text.
- RL.1.1 Identify details in a familiar text.
- RL.1.2 Identify the main topic and retell key details of a text.
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide closure
- W.1.5 Participate in shared research and writing projects.
- W.1.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- RL.2.2 Identify the main topic of text.
- RL.2.4 Identify words that relate to the topic of a text.
- W.2.2 Write informative /explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.5 Participate in shared research and writing projects.
- W.2.6 Recall information from experience or gather information from provided sources to answer a question.
- RL.3.2 Identify the main topic and retell key details of a text.
- RL.3.4 Identify key words that complete sentences in a text.
- RL.3.5 Locate key facts or information in a familiar text.
- W.3.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.5 Conduct short research projects that build knowledge about a topic.
- RL.4.1 Identify explicit details in an informational text.
- RL.4.4 Determine the meaning of words in a text.
- W.4.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.
- RL.5.1 Identify words in the text to answer a question about explicit information.

Math

- K.MD.1 Describe measurable attributes of objects, and describe different measurable attributes of a single object.
- K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
- 1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- 1.MD.4 Organize, represent, and interpret data with up to three categories.
- 2.MD.1 Measure the length of an object in standard units by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- 2.MD.3 Estimate lengths in using standard units of inches, feet, yards, centimeters, and meters
- 2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit
- 3.MD.2 Solve problems involving customary measurement.

Science

- PS.K.1 Understand how objects are described based on their physical properties and how they are used.
- LS.K.1 Understand the characteristics of living organisms and nonliving things.
- LS.K.2 Understand characteristics of organisms that make them alike and different.
- LS.2.2 Understand that organisms differ from or are similar to their parents and other offspring based on characteristics of the organism.
- LS.3.2 Understand how plant structures aid in survival.
- LS.3.3 Understand how environmental factors aid in the survival of plants.