

Watermelon, Watermelon

Objective

Students use melons for experiments with sound waves and displacement. Students create watermelon booklets, based on the book “Brown Bear, Brown Bear, What Do You See?”

Materials

Assorted melons in various shapes, colors and sizes.

Procedures

1. Students will test the sound produced by different sized melons by gently tapping with their fingers, pencils, rulers, and other classroom objects.
 - Conduct a classroom orchestra with different sized melons, using a variety of rhythm sticks.
2. Bring a large tub to class, along with a selection of melons in different shapes and sizes.
 - Fill the tub with water.
 - Students will predict which melons will float.
 - Students will record their predictions.
 - Ask students if weight is a predictor of an object’s ability to float or sink.
 - Weigh each melon.
 - Students will record the weight for each melon on a record sheet.
 - Students will rethink their predictions and change their record sheets if necessary.
 - Place each melon in the tub of water separately to test student hypotheses.
 - Students will record the results.
 - Discuss the results. What makes some things float and other things sink? Would the results be different if the melons were cut in half?
 - Find other objects in the classroom to test student hypotheses.
3. Make melon percussion instruments using paper plates and dried melon seeds. Fold plates in half. Place 6-8 seeds inside. Staple edges and attach streamers.
4. Students will create a watermelon book, *Watermelon, Watermelon*, based on the book, *Brown Bear, Brown Bear*. A template is provided with this lesson.
 - Color the cover to look like the inside of a watermelon, and

Oklahoma Academic Standards

PRE-KINDERGARTEN

Speaking and Listening: R.1,2,3,4;
W.1,2. Phonological Awareness: 2. Print Concepts: 2,3. Reading and Writing Process. Critical Reading and Writing: R.2,3; W

KINDERGARTEN

Speaking and Listening: R.1,2,3,4;
W.1,2. Phonological Awareness: 2. Print Concepts: 2,3. Reading and Writing Process: R.1,3; W.1,2. Critical Reading and Writing: R.2,3; W

GRADE 1

Speaking and Listening: R.1,2,3,4;
W.1,2. Reading and Writing Process: R.1,3; W.2. Critical Reading and Writing: W.1
Physical Science: 4.1
Creating: 3.2
Music Expression: 1,3

GRADE 2

Number & Operations: 1.1; 2.1,2,5,6;
3.1,2. Algebra: 2.2. Geometry & Measurement: 1.2; 2.1. Data & Probability: 1.1,2,4
Speaking and Listening: R.1,2,3,4;
W.1,2. Reading and Writing Process: R.1,3; W.1. Critical Reading and Writing: W.1
Creating: 3.2
Music Expression: 1,3
Physical Science: 1-1,2

write the words “Watermelon, Watermelon.”

—On page 2, glue real garden soil to the page, and write “Brown dirt, brown dirt, what do you see? I see black seeds looking at me.”

—Glue real watermelon seeds to page 3 and write “Black seeds, black seeds, what do you see? I see blue water looking at me.”

—On page 4, write “Blue water, blue water what do you see? I see a green vine looking at me.” Color the page blue.

—Glue green yarn on page 5 and write, “Green vine, green vine what do you see? I see a yellow flower looking at me.”

—On page 6 write, “Yellow flower, yellow flower, what do you see? I see a watermelon looking at me.

—On page 7 write, “Watermelon, watermelon what do you see? I see (student’s name) looking at me!”

—Students will illustrate the book as desired.

—Older students complete the books in Spanish and share them with a younger buddy class.

5. Students will make watermelon art baskets, as follows:

—Paint the back side of a paper plate red or pink.

—Paint the rim green, and let the paint dry.

—Draw seeds with a black marker.

—Fold the plate in half, and staple the edge, leaving an opening in the top.

—Punch a hole in each side of the plate, and string a ribbon or yarn to form a basket.

Watermelon, Watermelon

By: _____



Watermelon, Watermelon

By: _____

Brown dirt, brown dirt, what do you see?

I see _____ looking at me!



Brown dirt, brown dirt, what do you see?

I see _____ looking at me!

Black seeds, black seeds what do you see?

I see _____ looking at me!



Black seeds, black seeds what do you see?

I see _____ looking at me!

Blue water, blue water what do you see?

I see a _____ looking at me?



Blue water, blue water what do you see?

I see a _____ looking at me?

Green vine, green vine what do you see?

I see a _____ looking at me!

Green vine, green vine what do you see?

I see a _____ looking at me?

Yellow flower, yellow flower, what do you see?

I see a _____ looking at me!



Yellow flower, yellow flower, what do you see?

I see a _____ looking at me?

Watermelon, watermelon what do you see?

I see a _____ looking at me!

Watermelon, watermelon what do you see?

I see a _____ looking at me?