



FLORIDA WATERMELON



QUIZ STUDENTS WHILE THEY GRAB LUNCH!

Did you know that while the watermelon matures, the inside transforms from white to red or pink. Its seeds can be white or black and a single watermelon can have as many as 1,000 seeds. Seedless watermelons have been grown in the United States for over 40 years now.

For more resources, visit:

Watermelon Information

<https://agresearchmag.ars.usda.gov/2002/jun/lyco>

Growing Watermelons

<https://gardeningsolutions.ifas.ufl.edu/plants/edibles/fruits/watermelon.html>

Florida Farm to School:
FarmToSchoolFL.com

National Farm to School Network:
www.FarmToSchool.org



DEAR TEACHER

This month's Harvest of the Month is watermelon! The lesson plans, worksheets, and activities provided were developed to guide your classroom's understanding of the origins and nutritional benefits of the walloping watermelon. We hope you are able to utilize all of the materials and be sure to encourage your students to try watermelon at home.

CLASSROOM RECIPE WATERMELON GAZPACHO



Serves 60

INGREDIENTS:

- 12 pounds watermelon, small dice
- 3 pounds red bell pepper, small dice
- 6 pounds green bell pepper, small dice
- 1 pound + 2 ounces green onions, minced
- 6 jalapeño peppers, minced
- 1 1/2 gallons tomato juice

PREPARATION:

1. Puree the watermelon in a food processor, then pour into a large bowl and set aside.
2. Next, place the green and red bell peppers, green onions and jalapeño peppers in the food processor and blend until very finely chopped.
3. Combine everything together, including the tomato juice; allow to marinate for 1- 2 hours prior to serving.

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MATH



STANDARDS: MAFS.5.NBT.2.5, MAFS.5.NBT.2.6, MAFS.3.OA.4.8

ESTIMATED TIME: 45 Minutes

OBJECTIVE: Students will find the mean, medium and mode number of watermelon seeds in a slice of watermelon.

MATERIALS:

- 1 watermelon cut into enough slices for the whole class

INTRODUCTION: Teacher will define mean, median and mode and model how to find each. Complete a few practice problems as a class.

GUIDED ACTIVITY: Students will work in groups of 4, but will receive one watermelon slice each. Students will count the number of black and white seeds in their slice. Next, using the data from all group members, students will calculate the mean, median and mode of the black and white seeds for their group. Students will record their data on the “Mean, Median and Mode” worksheet provided.

INDEPENDENT ACTIVITY: Teacher will create a data set by combining the information from every students’ slice. Work together to determine the mean, medium and mode for the number of seeds in a slice of watermelon. Extension: Would the mean, median and mode increase or decrease if different types of watermelon were used? (For example, if a smaller variety of watermelon was chosen.)



SOCIAL STUDIES



STANDARDS: LAFS.L.2.3, LAFS.L.3.4, LAFS.L.3.6, LAFS.RI.1.2

ESTIMATED TIME: 1 hour

OBJECTIVE: Students will read “*The Roots of Southern Food*” at www.readworks.com and answer the accompanying comprehension questions.

MATERIALS:

- Computer

INTRODUCTION: For grades 3 and 4, read the passage whole group, stopping to check for understanding and clarifying difficult vocabulary. For grade 5, have students read the passage in partners.

GUIDED ACTIVITY: Students will answer the reading comprehension questions that accompany the passage.

INDEPENDENT ACTIVITY: Using the information from the text, students will draw one of their favorite dinners on the “What’s for Dinner” worksheet provided. They will create a narrative describing the origins of the food on their plate.



SCIENCE



STANDARDS: SC.4.L.16.1, SC.4.L.16.2, SC.4.L.16.4

ESTIMATED TIME: 45 minutes

OBJECTIVE: Students will identify the process of sexual reproduction in flowering plants.

MATERIALS:
• Coloring materials

INTRODUCTION: Teacher will describe the process of sexual reproduction in plants. Sexual reproduction occurs when pollen from the anther (part of the stamen- male reproductive part) is transferred to the stigma (female reproductive part). Plants can either self-fertilize or cross-fertilize. Self-fertilization is when the pollen from the same plant fertilizes the ovary. In contrast, cross-fertilization is when pollen is transferred to the stigma from an entirely different plant. *See the PowerPoint for additional information and resources.*

Extension: Ask students to consider what external factors can influence plant reproduction. Weather? Human impact? Animals?

GUIDED ACTIVITY: Students will label the reproductive parts of a plant on the "Reproducing Plants" worksheet.

INDEPENDENT ACTIVITY: Life Cycle of a Plant - A fertilized plant ovary will eventually develop and grow into the fruit. The mature fruit contains the seeds and reproductive part of the plant. If left un-harvested, the watermelon will rot, exposing the seeds. If planted, these seeds grow into a new watermelon plant. In the case of a watermelon, it takes about three months for the seed to mature into an edible fruit. Both male and female flowers grow on the same vine and pollination from bees is required in order for the fruit to develop.

The different stages of watermelon growth include: seed, sprout, seedling, young vine, flower development, baby watermelon and fully ripened fruit. Have students complete a flip book using blank paper to describe these seven stages of reproduction and growth from fertilization to fully-ripened fruit.



LANGUAGE ARTS



STANDARDS: LAFS.W.1.3, LAFS.W.2.4, LAFS.W.2.5, LAFS.W.4.10

ESTIMATED TIME: 1 hour

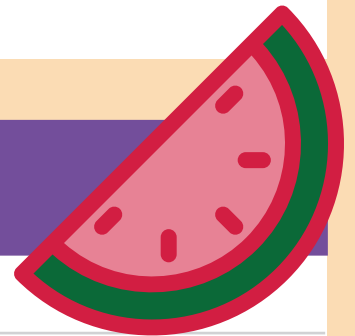
OBJECTIVE: Students will compose a creative writing narrative.

MATERIALS:
No additional materials required

INTRODUCTION: Teacher will review class expectations and rules for writing. Encourage students to complete a pre-writing outline. Reinforce that all stories should have a clear beginning, middle and end with distinct characters and setting. Review transition words and remind students to consider who their audience is.

GUIDED ACTIVITY: Using the picture and opening sentence as the foundation, students will construct a creative story on the "Complete the Story" worksheet provided. Students' stories should have a clear beginning, middle, end, characters and setting. Encourage students to consider the "who, what, where, when and why."

INDEPENDENT ACTIVITY: Allow students to peer edit each other's work and share their creations with the class. Please share stories with the Farm to School team as well at FarmToSchoolFL.com.



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For more information or to provide feedback, please visit us online

FarmToSchoolFL.com

TASTE TESTING IN THE CLASS

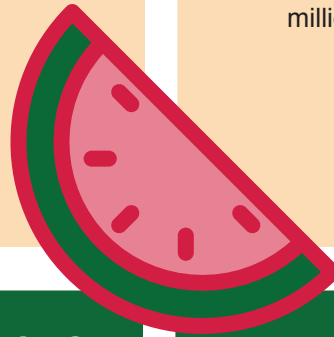
- Make the testing fun and engaging for the students! If possible, have the students help prepare the food in some way.
- Have students discuss the differences between seeded and seedless watermelon.
- Try slicing up the watermelon with other melons to make a small fruit salad.

TASTE

NUTRITION EDUCATION

- This juicy fruit is 92% water, and is fat-free and sodium-free.
- Red watermelon is a good source of lycopene, a phytonutrient that gives watermelon its color. Lycopene appears to help protect the body against some cancers, including prostate, lung, and stomach cancer. Studies show that a cup and a half of watermelon contain about 9-13 milligrams of lycopene.

LEARN



SCHOOL GARDEN TIPS & TRICKS

- Watermelons share the same plant family with cucumbers and squash.
- A mature fruit can take up to 3 months to grow.
- Watermelons grow as a vine along the ground and need plenty of space.
- Choose smaller varieties (like Sugar Baby) for a school garden.

GROW

BOOK SUGGESTIONS

“Watermelon Day”
by Kathi Appelt

“Watermelon for Everyone”
by Martha Rose Woodward

“Watermelon Container Gardening: The Quick and Easy Step by Step Guide to Growing Watermelons in Containers”
by David Yoder

READ