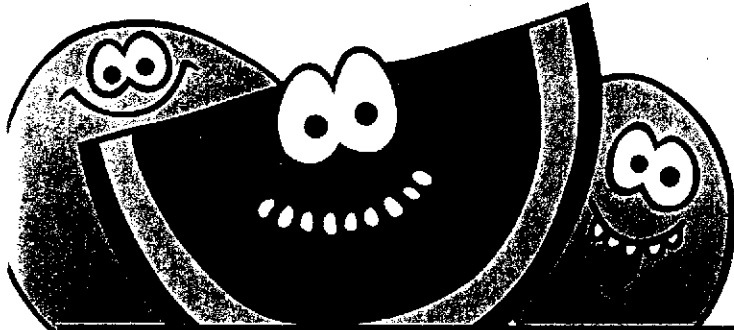


# Wonders Never Cease

## Simple Science For Young Children

### The Wonders Of Watermelons



Sink your teeth into these juicy, summertime science activities that are just dripping with opportunities for students to sharpen up their science process skills.

*ideas by Sharon Strickland*

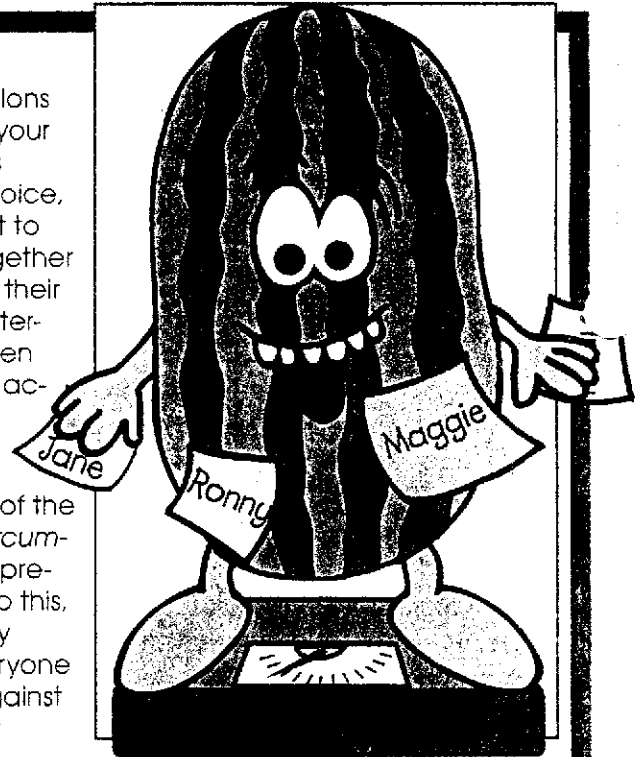
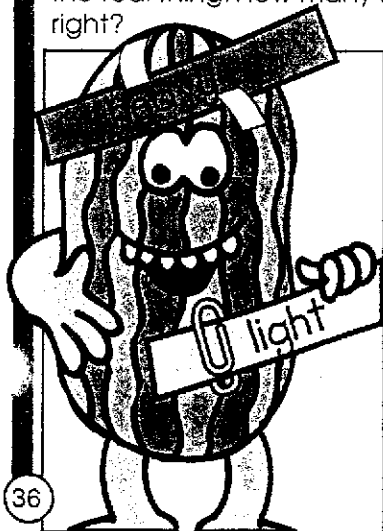
**Objective:** Students will use science process skills—the ability to observe, classify, use numbers, communicate information, measure, infer, and predict—to investigate watermelons.

#### Weighing In

To begin your watermelon studies, you'll need two watermelons and a bathroom scale. Start out with only the watermelons in your science center. As each child visits the center, ask her to guess which watermelon is the heavier of the two. To indicate her choice, have each child write her name on a sticky note and attach it to the watermelon she thinks is the heaviest. When you come together as a group, encourage children to talk about how they made their decisions. Did they use their eyes? Did they touch or lift the watermelons? Next ask how they think you could find out for sure. Then use the scale to actually weigh each watermelon. Discuss the actual results versus the children's guesses.

#### That's About The Size Of It

Divide your class into two groups and give each group one of the watermelons to use for this activity. After explaining that the *circumference* is the area around the watermelon, ask each child to predict what the circumference of his group's watermelon is. To do this, instruct him to cut a length of yarn that he thinks will go exactly around the watermelon, without any string left over. When everyone has cut a length of yarn, encourage him to check his guess against the real thing. How many strings were too short? Too long? Just right?



#### Heavy And Light

Classification skills are hard at work in this activity. Label one sentence strip with the word "heavy," and another with the word "light." Place the labels on a table. Ask children if they think the watermelon should go in the heavy or the light category; then place it on the table accordingly. Next ask children to find classroom objects that would fit in the opposite category. For example, if they thought the watermelon should go in the heavy category, ask children to find classroom items that could go in the light category. Then ask them to find (or think of) things that could also be included in the heavy category. (If an item cannot be moved to the table, encourage children to illustrate that item and place the illustration in the appropriate category.) If there is any indecision as to where a given item should go, use the bathroom scale to make the final determination.