

# Cantaloupe

**GRADE  
K-1**

**Month: September**

**Time Required: 30 minutes**

**Alternative Tastings: Honeydew, Watermelon**

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## Lesson Goals

- Students will increase their knowledge of fruits and vegetables.
- Students will learn to try new fruits and vegetables and increase their preference for them.
- Students will learn that their peers like to eat fruits and vegetables.
- Students will learn how to ask their parents/caregivers for the fruits and vegetables tasted in class.

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## Learning Objectives

- Students will be able to apply the concept of “inside” and “outside.”
- Students will be able to identify “inside” (seeds, fruit) and “outside” (skin) parts of a melon.

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## Academic Standards Connection

Coming soon.

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## Essential Components Checklist

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|--|---|
| <input type="checkbox"/> Physical Activity   | <input type="checkbox"/> Newsletters, BINGO Cards, Stickers, and Incentives |
| <input type="checkbox"/> “Asking” Discussion | <input type="checkbox"/> Tasting  |
| <input type="checkbox"/> Voting              |   |

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## Materials

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| <input type="checkbox"/> Whole cantaloupe (and another melon if offering two kinds for a taste test) | <input type="checkbox"/> Napkins or paper plates   |
| <input type="checkbox"/> Knife   | <input type="checkbox"/> Inside/Outside worksheets |
| <input type="checkbox"/> Cutting board   | <input type="checkbox"/> Masking tape              |

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## Preparation

- Wash the outside of the whole melon(s) under cool running water. Scrub with vegetable brush.
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## Engage

### 1. Introduction: 2 minutes

*The “Introduction” section is a time to introduce yourself, recap previous lessons, establish norms, or introduce the day's lessons.*

As this is your first lesson of the year, introduce yourself to the class and to Pick A Better Snack. Share with students, *When I come to your classroom every month, we're going to have fun trying foods together and learn about each other.*

As students prepare to transition to your PABS lesson, tape a large circle on the floor, using masking tape. Have students stand on the tape, around the circle.

### 2. Engage Activity: 10 minutes

*The “Engage Activity” section has two purposes: 1) to activate students' prior knowledge and 2) to engage every student.*

#### “Inside” and “Outside” Activity

As the instructor, begin by standing inside the circle while the students stand on the circle. Tell the students: *I am inside the circle.* Step outside the circle, telling them, *Now I'm on the outside.* Have students practice, *When I say outside you'll jump to the outside of the circle and when I say inside, you'll jump inside the circle. Ready? Practice with your students. For this activity, any time I say the word “inside” or “outside” you're going to jump inside or outside the circle.* Check for understanding.

*Our school has an **inside** and an **outside**.*

- *Think of something you like to do **inside** your classroom.* Pause to allow students to jump inside the circle. Repeat your question and allow students time to think of their response. Now, when I say the magic word “Melon” you're going to act out your answer. Pause. *Melon.* Acknowledge what several students are acting out. Have students freeze by saying *Everybody FREEZE!*
- *Think of something you like to play **outside** at recess.* Pause to allow students to jump outside the circle. Repeat your question and allow students time to think of their response. Now, when I say the magic word “Melon” you're going to act out your answer. Pause. *Melon.* Acknowledge what several students are acting out. Have students freeze by saying *Everybody FREEZE!*
- *Think of something you can do **inside** the cafeteria.* Pause to allow students to jump inside the circle. Repeat your question and allow students time to think of their response. Now, when I say the magic word “Melon” you're going to act out your answer. Pause. *Melon.* Acknowledge what several students are acting out. Have students freeze by saying *Everybody FREEZE!*
- *Think of something you could do **outside** in the school garden.* Pause to allow students to jump outside the circle. Repeat your question and allow students time to think of their response. Now, when I say the magic word “Melon” you're going to act out your answer. Pause. *Melon.* Acknowledge what several students are acting out. Have students freeze by saying *Everybody FREEZE!*

*Our snack today has an **inside** and an **outside**. We will be tasting a melon (show students a whole melon).*

- *This melon has rough, bumpy skin on the **outside**.* Pause to allow students to jump outside the circle.
- *Melons have lots of little seeds on the **inside**.* Pause to allow students to jump inside the circle.
- *Melons have a hard shell that protects them from damage. It's on the **outside**.* Pause to allow students to jump outside the circle.
- *The part of the melon that we eat is the sweet, juicy flesh **inside**.* Pause to allow students to jump inside the circle.

## Explore

### 3. Experiential Learning: 8 minutes

*This is a time for students to familiarize themselves with what you'll be tasting. The best way to do this is through a hands-on or exploratory activity.*

Have students return to their desks (opportunity for 3 deep breaths).

Show students a whole cantaloupe. *We're going to taste this fruit called cantaloupe. What's this fruit called?* (choral response - "Cantaloupe"). *Cantaloupe is a type of melon, just like watermelon.* Demonstrate cutting open the melon (using doc-camera), showing students the skin, seeds, and edible inside. Ask the teacher to share facilitation and pass out the melon worksheets as you prepare the samples.

**Inside/Outside Worksheet** - pass out inside/outside worksheets. Ask students to draw and color the outside of a cantaloupe in the "Outside" box and draw and color the inside of a cantaloupe on the "Inside" box.

### 4. Tasting Activity: 3 minutes

*The "Tasting Activity" section is when students get to try the fruit or vegetable. Don't forget to review your food tasting norms (for example, "don't yuck my yum").*

Before you pass out any samples, be sure to share your brave tasting rules (for example, don't yuck my yum, we all try together, etc.). As students receive their samples, ask them to use their senses while they wait.

As students receive their samples, talk the class through using their senses to explore the melon - a practice that you'll encourage every month during PABS lesson time.

#### Melon Taste Test Option:

1. Offer classrooms 2 types of melon to sample (ex: cantaloupe, honeydew, watermelon).
2. Use all 5 senses to compare and contrast the melons.
3. Discuss flavors, textures, colors, seed shapes, etc, as a class.

## Reflect

### 5. Voting Activity: 2 minutes

*This is a time for students to give their opinion on what they tried!*

Introduce the tradition of voting with your thumb. As students taste the cantaloupe, have them vote with their thumbs. Observe their voting and offer positive reinforcement regarding the Brave Taster Rules. If a student dislikes the tasting, perhaps ask what they would change about it.

### 6. Reflection: 5 minutes

*Reflection is one of the most important processes for students to process and retain new information or experiences. Give students an opportunity to reflect on what they've learned or tried in your lesson. This is an excellent place for students to practice the "Asking Discussion".*

#### Choral Response:

*I'm going to ask a question and you're going to quietly think to yourself. When I say the magic word, "melon,"*

*you can say your answer aloud. Let's practice...*

- What month is it? (September)
- Whose class am I in?
- What food did we try today? (cantaloupe)
- What's on the outside of the cantaloupe? (skin)
- What's on the inside of the cantaloupe? (seeds and fruit)

Asking Discussion:

*Raise your hand if you're excited to go home and tell your family about tasting cantaloupe.*

- Ask a student with a raised hand: *if you wanted to try this at home, how might you ask your grown-ups?*
- You might also ask additional questions like, *where could you buy cantaloupe?*

\*Leave newsletters, incentives, stickers, and BINGO sheets with the teachers to pass out.

# Inside/Outside Worksheet

Name: \_\_\_\_\_

**Inside**

**Outside**

# Lesson Supplement

## Recommended Books

“The Cantaloupe Cat” by Jan Yager

“The Antelope Who Loved Cantaloupe” by Celeste Marie Halata

“The Antelope Who Ate Cantaloupe Instead of French Fries and Hay” by Julie Crichton

## Physical Activity

Sports Galore from “[Get Movin’ Activity Breaks](#)”

(Variation: Have students call out sports or activities they did over the summer and mimic them.)

More ideas for physical activity are available at <https://idph.iowa.gov/inn/play-your-way/brain-breaks>.

## What You Need to Know About Cantaloupe and Melons

- Look for a melon that is heavy for its size without cuts or bruises on the surface. The stem should give to gentle pressure.
- Always wash the whole fruit under running water before preparing and eating. Always use clean knives and cutting surfaces (Adults should do the cutting). Store cut sections in the refrigerator.
- Cantaloupes range in size from 1-10 pounds.
- Cantaloupe and honeydew have a hollow cavity that is filled with seeds that are scooped out before cutting.
- Watermelons contain small black seeds throughout the flesh or come in a seedless variety.
- Watermelon is the most common melon consumed in the United States by weight, then cantaloupe and honeydew.

## Facts About Cantaloupe

- Melons grow on the surface of the ground on a trailing vine. They grow in Iowa.
- Flowers on a melon vine need to be pollinated (visited) by bees to make melons.
- Cantaloupes are also known as muskmelons and rockmelons.
- China produces the most cantaloupes in the world; United States is the 5th largest producer with over half grown in California.

## Health Connection

- Cantaloupe is an excellent source of Vitamin C to help you ward off germs and keep you healthy. Put up your defense shield (cross your arms in front of your chest).
- Cantaloupe is an excellent source of Vitamin A (one of highest among fruits), which is important for your eyesight. Put on your super goggles (use your fingers to make goggles over your eyes).
- Cantaloupe is high in fiber, which is good for digestion and helps you feel full longer (rub your tummy for good digestion).
- Honeydew and watermelon are also good sources of Vitamin C.

## References and Resources

[http://www.fns.usda.gov/sites/default/files/growit\\_book5.pdf](http://www.fns.usda.gov/sites/default/files/growit_book5.pdf)

<http://www.fruitsandveggiesmorematters.org/honeydew>

<https://www.watermelon.org/>

<http://www.extension.iastate.edu/foodsavings/content/produce-basics>

<https://snaped.fns.usda.gov/seasonal-produce-guide/cantaloupe>

