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Count by ones and tens as Max and Josephine plant and harvest their garden.

Ages: 3 to 6 years**ISBN:** 9781554552221**Lexile:** 240L**Copyright:** 1986

One Watermelon Seed

What is special about Max and Josephine's corn?

Topics: counting, counting by 10, equal groups, skip counting

Activities To Do Together:

Before reading the book:

- Ask your child, "What would you do with a watermelon seed?"

While reading the book:

- Encourage your child to point to and count the plants in the story. When they've finished counting a group of plants, ask, "How many?"
- If reading to a child who is not yet counting, point to and count the watermelon, pumpkin, eggplant, and pepper plants out loud.

When you have finished reading the book:

- Cut an apple in half horizontally. Count the seeds inside the apple. What are the shapes of the seeds? What shape is the apple? Notice the shape in the middle of the apple.
- Count fruits and vegetables at the grocery store. Compare the fruits and vegetables you see. Which are heavy? Which fruits and vegetables are red? Talk about their shapes. Which are round? Which are long? Which are large? Which are small?
- Make a batch of popcorn together. Fill a cup with popcorn. Count how many pieces of popcorn will fit in the cup.
- Put a group of thirty pennies on a table. Separate the pennies into three groups of ten. Talk about how each group of pennies is worth ten cents or one dime. Count all thirty pennies together. Then count the value of the three dimes. "Ten, twenty, thirty." Ask your child to tell you about their discoveries once you've counted the coins.
- If your child is already comfortable with counting, practice skip counting by two, five, and ten together.
- Plant some seeds. Keep track of how long they take to sprout.

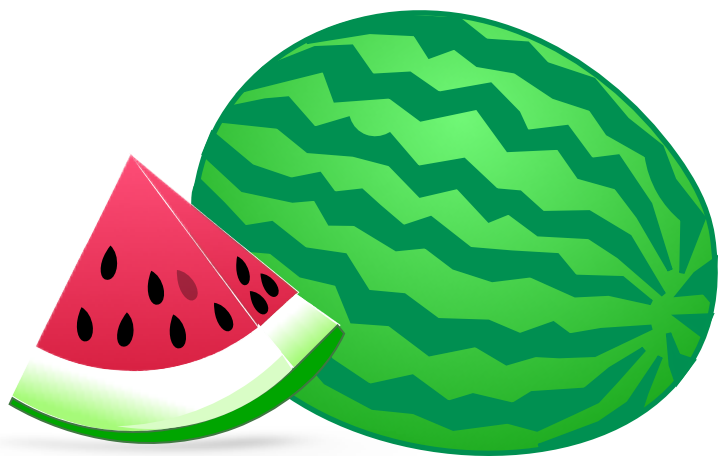
Questions for Mathematical Thinking:

1. How are Max and Josephine's plants alike? How are they different?
2. Which garden fruits and vegetables were biggest? Which were smallest? Which fruit or vegetable is your favorite to eat?
3. If you had to count all of the seeds in a pumpkin, how would you go about it to make sure that you counted every seed?
4. In the book, each seed planted produced exactly ten fruits, vegetables, or berries. Do you think this is what really happens? Why or why not? How could you find out?
5. How many seeds did Max and Josephine plant altogether? How can you find out?

Early Math Project Resources:

Visit [One Watermelon Seed Activities](https://www.earlymathca.org/one-watermelon-seed) (https://www.earlymathca.org/one-watermelon-seed)

Follow this [link](#) or visit [earlymathca.org/external-resources](https://www.earlymathca.org/external-resources) for additional online resources



Vocabulary

Math words found in the story: one, two, three, four, five, six, seven, eight, nine, ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred

Related math words: count, count by 10, skip counting

Words to build reading comprehension:

crisp, ears, nobby, ordinary, plenty, plump, puffs, stalks, vines

Spanish Title:
Not available

Related Books: *One is a Snail, Ten is a Crab* by April Pulley Sayre and Jeff Sayre; *Have You Seen My Dragon?* by Steve Light

Click this link to the [World Catalog](#) or enter <https://bit.ly/48xz42j> to find *One Watermelon Seed* in the public library.

Math Connections: *The Watermelon Seed* can be used to practice a variety of counting skills depending on your child's readiness. The story tells about the seeds two children have planted in their garden, shows illustrations of the growing plants, and shows corresponding numerals for the plants. For example, for the number three, the story says, "Max planted three eggplants...and they grew. 1 2 3"

If reading to a very young child, point to each eggplant as you count "1 2 3." This will help your child understand that when counting objects, each object is counted only once and each number corresponds to a specific quantity.

Encourage preschoolers to point to the plants in the story and count them. As they point to each plant count aloud together, one number for each plant, or if they are ready, ask them to count the plants aloud on their own. This takes practice! If your child counts an object more than once (which is very common for young children), talk about ways to keep track of what has already been counted. Notice with your child how the plants in the story are arranged. Some are planted in rows; others are not. Is it easier to count the seven strawberry plants than the eight bean plants? Is there a difference? Why or why not?

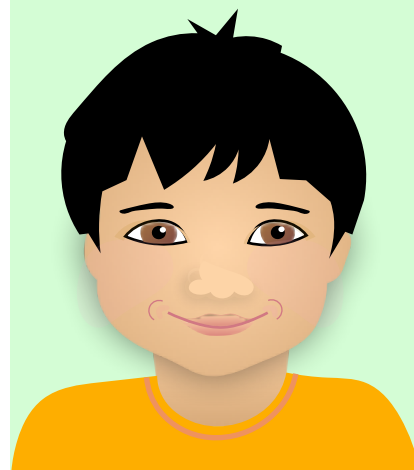
Give your child a group of five small objects. Ask them to arrange the objects in a way that would make it simple to keep track of the objects that have been counted. Ask your child to tell you why they arranged the objects as they did.

If your child already recognizes numbers 1 to 10, understands one-to-one correspondence, and is familiar with the counting sequence, explore skip counting by two, five, and ten.

Notice together how the story changes after number nine. Talk about the number of watermelons that grew from one watermelon seed. How many pumpkins did the two pumpkin plants produce? What grew on the three eggplant plants? Ask your child to predict how many peppers and tomatoes they think will grow?

Write the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90, and 100 so your child can see what each number looks like. Ask your child if they can think of a way that would make it easier to remember the order of these numbers and how much each number is worth.

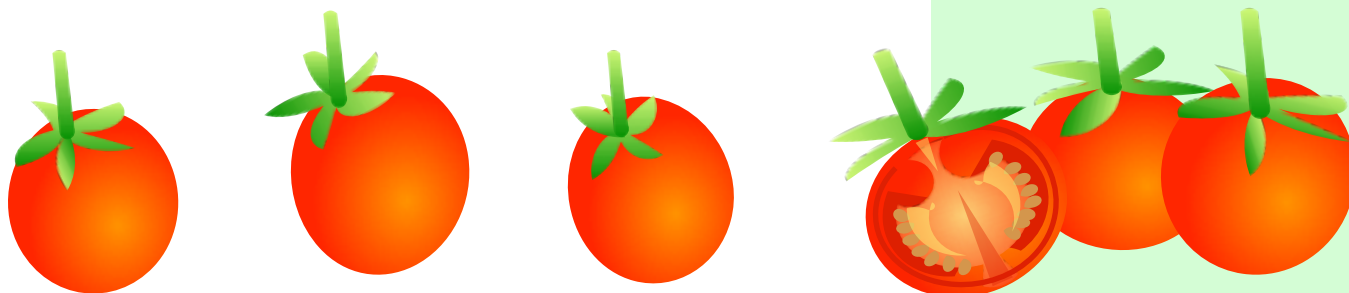
Notice that the pictures in the book show 8 groups of 10 beans which equal 80 beans, nine bags of 10 potatoes which



DISCOVERING THE MATH: BOOK GUIDE

equal 90 potatoes, and 10 baskets of 10 ears of corn which equal 100 ears of popcorn. How does it make it easier to count the beans, potatoes, and corn if you know there are 10 objects in each group?

For more practice counting by 10, talk about how a dime is worth ten cents. Find five dimes and use skip counting to figure out how many cents five dimes equal. Use a larger or smaller group of dimes based on the comfort level of your child.



Age Level	Related Infant Toddler Foundations , Preschool Foundations and CA State Standards
Infant/ Toddler	<p>Number Sense The developing understanding of number and quantity.</p> <p>Attention Maintenance The developing ability to attend to people and things while interacting with others and exploring the environment and play materials.</p>
Preschool/ TK	<p>Number Sense 1.0 Children begin to understand numbers and quantities in their everyday environment. 1.2 Recognize and know the name of some written numerals. 2.3 Understand that putting two groups of objects together will make a bigger group.</p>
Kindergarten	<p>Counting and Cardinality K.CC.4 Count to tell the number of objects.</p>

