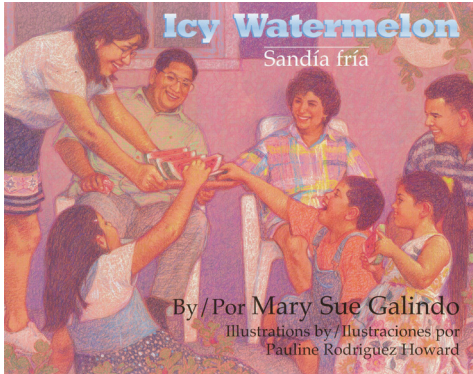


# Icy Watermelon / Sandía fría

By Mary Sue Galindo  
Illustrated by Pauline Rodríguez Howard



## SUMMARY

Family gatherings often promise to be fruitful for grandkids, but they generally don't offer much in the way of surprises. When the charming family at the center of *Icy Watermelon / Sandía fría* gathers to enjoy a watermelon and some family fun, they find that even something so simple can create a treat that the whole family enjoys.

Hugo, María and Sarita enjoy spending time with their *abuelo* and *abuela*. And they, in turn, enjoy teasing their grandchildren with *adivinanzas*, little riddles that make the children giggle and smile even while leading them to think about the world in new ways.

## ABOUT THE BOOK

GENRE: Fiction

Paperback

978-1-55885-307-2

32 pages, 11 x 8 ½

AR QUIZ: 42457

ATOS ENGLISH: 2.9

ATOS SPANISH: 2.9

INTREST LEVEL: LG

So when Grandpa begins to reminisce about his own father, and about the watermelons they raised long ago, the three youngsters recognize yet another curious *adivinanza* in the telling: Could their easygoing, jovial *abuelo*, with his grey hair and great big tummy, really have been a shy young man once? And what do those long-gone watermelons of many years back have to do with the family they are now?

## THEMES

ANCESTORS, BODIES, CLUES, FAMILY, FICTION, GARDENING, GATHERINGS, GUESSING GAMES, HAPPY ACCIDENTS, HARVEST, HUMOR, LATINO/HISPANIC INTEREST, MEMORIES, PETS, REMEMBERING, ROMANCE, STORYTELLING, SURPRISES

## VOCABULARY

*Icy Watermelon / Sandía fría* has a number of words that your students may not be familiar with. Before or after the reading, review some or all of the words listed below.

### Content Specific

Cutting board, ice-cold, juicy, *Abuelo*, *Abuela*

### Academic

Surprise, porch, tummy, giggles, sunset, pitch-in, highway, grandfolk, barrio, feisty, riddle, *sandía*

### ELL / ESL Teaching Strategies

Encourage your Spanish-speaking students to translate the Spanish words in the English text for the class.

Act out the following words found in text: surprise, giggles and pitch-in. Encourage your students to act out these words when they hear them during the reading.

# Before Reading

(Pre-reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

## Pre-Reading Questions

1. Do you like watermelon? Why/why not?  
What is your favorite fruit?
2. What makes something icy? When do you eat something icy? Why/why not?

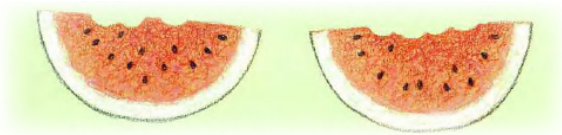


## Exploring the Book

(Reading Standards, Craft & Structure, Strand 5, Key Ideas and Details, Strand 1 and Integration of Knowledge and Ideas, Strand 7)

1. Read and talk about the title of the book. Ask the students what they think the title, *Icy Watermelon / Sandía fría* means. Ask who and what they think this book might be about, and to make a prediction on where this story may take place.

2. Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, introduction, English and Spanish text, illustrations, back matter, dedications, author's and illustrator's notes.



## Establishing a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1-3)

### Ask students to read to find out:

- How memories are tied to certain foods
- How we have fun with words and riddles

Encourage students to consider why the author, Mary Sue Galindo, wants to share this story with young people. Ask students to also consider why the text is presented in both English and Spanish.



## After Reading

### Discussion Questions

Use these or similar questions to generate discussion, enhance comprehension and facilitate a deeper appreciation of the story. Encourage students to refer to the text and illustrations to support their responses.

To build close reading skills, students should cite evidence to support their answers.

### Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1 and 3)

1. What kind of game does Sarita play with Papá and Grandfather?
2. What do Papá and Grandfather think the surprise is?
3. Why does Mamá want to save the watermelon seeds?
4. What memory does grandfather share about watermelons?
5. How did watermelons bring Grandfather and Grandmother together?
6. Why did Grandmother have to pay for two watermelons?
7. Who is Chula?
8. What was Grandfather's riddle?
9. How is Grandfather like a watermelon?

### Extension / Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft and Structure, Strand 6)

1. What is the difference between the kinds of foods Papá and Grandfather guess they will have and a watermelon?
2. Do you think Sarita likes to play guessing games? Why or why not?
3. Why did eating watermelon remind Grandfather of his father?
4. What kind of a dog did Grandmother have when she was young? Do you think this was good or a bad thing?
5. What does Grandfather do or how does he behave to make himself so funny? Who is trying to be funny for?

## Reader's Response

(Writing Standards, Text Types and Purpose, Strands 1-3 and Production & Distribution of Writing, Strands 4-6)

(Reading Standards, Key Ideas & Details, Strands 1-3, Craft & Structure, Strand 4, Integration of Knowledge & Ideas, Strands 7-9)

1. Which parts of the book do you connect to the most? Why? Describe a time when you were having fun spending time with family or friends.
2. What food brings you memories of someone in your family or a friend? What memory or memories does it trigger? Is it a happy or sad memory?
3. What kinds of stories does your family tell? Pick your favorite family story and write it down.
4. Why does Grandfather use metaphors and similes when he talks about himself? What kind of reaction does he get? How do metaphors and similes make language more fun or interesting?
5. Why do people tell riddles? What is your favorite riddle?

## ELL/ESL Teaching Strategies

(Speaking and Listening Standards, Comprehension & Collaboration, Strands 1-3 and Presentation of Knowledge & Ideas, Strands 4-6)

(Language Standards, Vocabulary Acquisition & Use, Strands 4-7)

Below, please find strategies that may be helpful to use with English Language Learner students.

1. Review all of the vocabulary. Ask students to make predictions about word meaning. Have students create and share an action for each word. Invite students to write the meaning of the word or phrase in their own words, draw a picture or create a list of synonyms and antonyms
2. Assign ELL students to partner-read the book with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another or listen to the more fluent reader. Students who speak Spanish can help with pronunciation of the Spanish or read the Spanish alongside a student reading the English text.
3. Ask each student to write three to five questions about the text. Then let students pair up and discuss the answers to the questions.
4. After the reading:
  - Review the illustrations in order and ask students to summarize what is happening on each page, first orally, then in writing.
  - Working in pairs have students retell either the plot of the book or key details. Then ask students to write a short summary or opinion about what they have read.
5. Have students create and share riddles or guessing games about the illustrations of the story.

# INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence and use technology and digital media strategically and capably)

Use the activities below to help students integrate what they have read with other curriculum areas. These activities may also be used for extension activities, advanced readers and creating a home-school connection.

## English Language Arts

(Reading Standards, Integration of Knowledge & Ideas, Strands 7 and 9)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3)

(Writing Standards, Research to Build & Present Knowledge, Strands 7 and 8)

1. Share fun facts about watermelons. Then ask students to make a riddle, a joke or write a silly short story based on three to five of the fun facts. Here is a link to watermelon fun facts:

<http://www.sciencekids.co.nz/sciencefacts/food/watermelons.html>

2. Explain what metaphors and similes are and how to use them. Ask the students to find the metaphors and similes in the story, and make up their own about how they are like a watermelon. Here is a link to a metaphor and simile cartoon:

<https://www.youtube.com/watch?v=u0SBVNUO2LU>

3. Share a recipe for Watermelon Pizza with your students. Then invite students to create a recipe and write instructions for their own Watermelon Pizza or another way to prepare watermelon. Here is a link to a recipe for Watermelon Pizza:

<https://foodfolksandfun.net/watermelon-pizza/>

## Science

(Reading Standards, Integration of Knowledge & Ideas, Strands 7 and 9)

(Writing Standards, Research to Build & Present Knowledge, Strands 7 and 8)

1. Go over some gardening basics. Then ask each child to draw a picture and write some key words on their favorite topic discussed. Here is a link to learn about gardening basics: <https://kidsgardening.org/gardening-basics/>

2. Ask students to work in small teams or in pairs to look at and share information about the following melon growing guide. Their presentation should focus on one of the following topics: site selection and preparation; starting with seedlings; sowing seeds; early protection; watering; troubleshooting; or harvesting. Here is a link to a melon growing guide: <https://kidsgardening.org/growing-guide-melons/>

3. Ask students to read and share highlights from an article in a newsletter from KidsGarden News. KidsGarden News is a monthly e-newsletter that offers thematic lesson plans, activities ideas, seasonal gardening tips, garden program spotlights and news about grant opportunities. Find a link to KidsGarden News here:

<https://kidsgardening.org/subscribe-to-kidsgarden-news/>

## Art, Media and Music

(Reading Standards, Integration of Knowledge & Ideas, Strands 7 and 9)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3)

(Writing Standards, Research to Build & Present Knowledge, Strands 7 and 8)

1. Study the illustrations of when Grandfather was remembering his father. Ask students to compare this art with the style of the other illustrations. Then invite the students to find black and white photos taken in the 1920s and 1930s and describe what they see and do not see in the photos.
2. Make a rap song about food or family using metaphors and similes. Here is a link to a rap on metaphors and similes: <https://youtu.be/ncuQbO5fY80>
3. Watermelon is not just for eating. Invite students to research wacky watermelon carvings and share their favorite with the class. Then invite them to recreate the fruit sculpture with clay.

## Home-School Connection

(Reading Standards, Integration of Knowledge & Ideas, Strands 7 and 9)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3)

(Writing Standards, Text Types & Purposes, Strand 2, Production & Distribution of Writing, Strand 4 and Research to Build & Present Knowledge, Strands 7 and 8)

1. Invite students to make a tasty watermelon treat with their parent or caregiver. Then have them draw a picture of what they made. Display all the delicious art on a bulletin board with a watermelon border. Here is a link to kid-friendly watermelon recipes: <https://www.eatsamazing.co.uk/family-friendly-recipes/dessert-sweet-treat-recipes/10-fun-watermelon-recipes-for-kids>
2. Encourage students to create a watermelon carving with their parent or caregiver. Here is a link to how to carve a watermelon: <https://www.youtube.com/watch?v=PQ-UUDiD8d8>
3. Ask students to search their home for items that trigger stories or memories. Invite each student to share their item and the story or memory attached to their item.
4. Invite students to interview a family member or caregiver and ask them about how they fell in love. As a class, generate a list of questions to ask what love is, how you can tell if you are falling in love and how a person in love behaves.

# CONNECT WITH THE INTERNET

## **Blick Art**

Flower Garden Tiles

<https://www.dickblick.com/lesson-plans/flower-garden-tiles/>

## **Hand it Over!**

<https://www.dickblick.com/lesson-plans/hand-it-over/>

## **Kids Gardening**

<https://kidsgardening.org/educator-resources/>

## **Kids National Geographic**

Plant a Garden

<https://kids.nationalgeographic.com/explore/nature/plant-a-garden/>

## **National Geographic**

[https://yourshot.nationalgeographic.com/tags/gardening\\_tools/](https://yourshot.nationalgeographic.com/tags/gardening_tools/)



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 MEET THE AUTHOR & ILLUSTRATOR
 

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**MARY SUE GALINDO'S** first bilingual picture book, *Icy Watermelon / Sandia fría* (Piñata Books, 2000), portrays a bicultural family and a quiet afternoon in a delightfully sweet tale for young readers. Galindo's early work consists of poetry and short prose, published in a chapbook entitled *Merienda Tejana* (American Brown Chicano Dist., 1985). Her experiences working in the colonias of South Laredo resulted in an article entitled "Inspiring Young Writers with Chicano Pinto

Poetry," which was included in *Luna, Luna, the Teachers & Writers Collaborative* anthology on using Latino literature to inspire creative writing. Galindo obtained her Masters of Fine Arts in creative writing at Southwest Texas State University in May 2001. She currently lives and teaches in Laredo, Texas with her husband and three children.



**PAULINE RODRIGUEZ HOWARD**

has a BFA in Art from the University of Houston and attended the Glassell School of Art. She is a member of the Central Texas Pastel Society and has work in several art galleries and collections. She has illustrated several books, including Diane

Gonzales Bertrand's *Family / Familia* (Piñata Books, 1999). She lives and works in San Antonio, Texas.

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 ABOUT PIÑATA  BOOKS
 

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Piñata Books is an imprint of Arte Público Press, the oldest and largest publisher of contemporary and historical literature written by US Hispanics: Mexican Americans, Puerto Ricans, Cuban Americans and others. Piñata Books is dedicated to the publication of children's and young adult literature focusing on US Hispanic culture and has made giant strides in filling the void that exists in American publishing and literature: books that accurately reflect themes, characters and customs unique to US Latino culture. Books published under the imprint are designed to serve as a bridge from school to home and to support family literacy and elementary school education. Discover more surprises at <https://artepublicopress.com/about-pinata-books-2/>.

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***Sandia fría***

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• Arte Público Press, University of Houston, 4902 Gulf Fwy,  
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