PLANTS NEED TO DRINK TOO!

K-2

OBJECTIVES

At the end of this lesson, the students shall be able to do the following:

1. Predict, orally or in writing, what will happen to a plant that receives no water; and

2. Demonstrate, orally or in writing, an understanding that plants need water by drawing a picture of a plant that has received adequate water and one that has not.

SUBJECTS:
Science, Math, Creative Dramatics, Language Arts

TIME:
15 minutes (observations last several days)

MATERIALS:
celery
container for celery
balance scale, caloric scale, or postage scale
red food coloring
3 small potted plants
plastic bag that will cover one of the potted plants

BACKGROUND INFORMATION

A plant is a living thing. All living things need water to survive and grow. Plants use water to help make their food. They also use dissolved minerals in water to make new plant parts and to grow.

ADVANCE PREPARATION

A. Gather materials.

PROCEDURE

I. Setting the stage

A. Show the students a stalk of celery. Ask the students if they have ever eaten celery. Ask questions such as "Do you think it has water in it?" "Do you think it needs water to grow and stay alive?" Share the background information with the students. Explain to them that the activity they are going to do will demonstrate that all plants have a tube system that carries water to all their parts and that all plants contain water.

II. Activities

A. Put one stalk of celery in a container of water colored with red food coloring. Place the container with the celery in the science center to observe. Also place an observation and recording booklet in the science center for the students to record their observations.

B. The next day, in a group discussion, show the students the stalk of celery. The students will be able to clearly see the tubes that carry water up the stalk of the celery. Explain to them that plants have a tube system in which water travels carrying dissolved food from the soil to all of the plant's parts.

III. Follow-Up

A. As a group, weigh the celery on a scale. Record the weight and date. Place the celery on a paper towel in the science center for several days for the students to observe. As a group, weigh the celery every other day for 2 weeks and record the difference. Discuss the weight difference with the students. Ask them why there is a weight difference. Tell them that the water is drying up or evaporating. Have the students describe the appearance of the celery. Ask them why it looks the way it does.

B. Dramatize the action play:

THE FARMER PLANTS THE CORN
(Tune: The Farmer in the Dell)
Original words by Cindy Taylor

(Action: Children are in circle on their knees. A child goes around and gently pushes the body down {the seeds}.)
The farmer plants the corn.
The farmer plants the corn.
Hi Ho the dario
The farmer plants the corn.

(Action: A child goes around the circle using hand motions to sprinkle rain on children {the seeds}.)
Down comes the rain.
Down comes the rain.
Hi Ho the dario
Down comes the rain.

(Action: A child goes around the circle making a circular sun motion over the children {the seeds}.)
Out comes the sun.
Out comes the sun.
Hi Ho the dario
Out comes the sun.

(Action: All children slowly stand up.)
The corn begins to grow.
The corn begins to grow.
Hi Ho the dario
The corn begins to grow.

(Action: The children raise hands up and sway.)
The corn grows strong and tall.