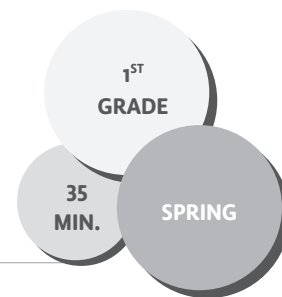


Wonders of Water

THEME: MAKING HEALTHY FOOD CHOICES



ESSENTIAL QUESTION

How can we stay hydrated throughout the day?

LEARNING OBJECTIVES

- ✓ Students will be able to explain why it is important to drink water.
- ✓ Students will be able to set goals for staying hydrated.

LESSON DESCRIPTION

In this lesson, students observe plants that have been sufficiently and insufficiently watered to open up a discussion about the importance of hydration. They role play being a dehydrated plant and then a dehydrated person before setting personal goals for how much water they drink each day.

MATERIALS

- Potting mix
- 2 medium-sized pots
- 2 plant starts (such as collards)
- 1 cup for each student
- Chart paper and markers or classroom board
- Water Log Worksheet (pp. 281–282) for each student

PREPARATION

- › A week or so in advance, prepare two different plants to show the effects of watering. For example, you might have two small potted kale plants, one you've been consistently watering and one you haven't.

- › Photocopy the Water Log Worksheet for each student.

ACTION STEPS

1. Engage: Gather students in a circle, and show them the two different plants you've prepared. Ask them to make observations with a neighbor. Say, *These are the same plants, but what do you notice is different about these two plants?* Have students share observations and then discuss the signs of dehydration in plants. If they don't mention it, add in the following: *When plants haven't had enough water, their stems will start to droop, and their leaves will start to wilt. Then they'll turn yellow and eventually dry up. (5 min.)*

2. Role Play: Have students stand up in the circle. Say, *Stand like you're a tall, well-hydrated plant. Show me your leaves and your flowers. Now pretend it's been a week of really hot days with no rain, and your gardener hasn't come by to water you. What are you going to start to look like?* Have students show their drooping stems and wilting and shriveling leaves. Then have students sit down again and say, *When a living creature hasn't had enough water, we say that the creature is dehydrated.* Have students repeat the word and then ask students, *What is it like when a person is dehydrated? How is it similar to a plant?* Have students role play being a person who hasn't had enough water. Then pass out cups of water to each student. Say,

When a creature has had the water they need, we say they are hydrated. Show me how you feel after you drink a glass of water, and you are hydrated. Have students act out what they think it looks like to be well hydrated. **(5 min.)**

3. Explain: Say, *Did you know our bodies are mostly made up of water? It's important to drink water throughout the day for us to do all the fun and important activities we do. Drinking water helps our bodies feel energetic and our brains think better!* Ask students to think back throughout the day to all the times they drank water, and have them share with a partner. Then as a class, brainstorm good times to drink water each day. Your list might include: when you wake up, with breakfast, during a morning break, at lunch, after P.E. or other exercise, during an afternoon break, when you get home from school, with a snack, at dinner, or before bed. **(10 min.)**

4. Setting Goals: Pass out the Water Log worksheet, and have students set a goal for when and how many cups of water they'd like to have per day by writing in the cups when they'll drink water each day. They'll use this worksheet to monitor their progress throughout the week. **(10 min.)**

REFLECTION

Have students discuss the following questions in small groups, then share with the class: **(5 min.)**

- How are plants and animals similar? What do they both need?
- How does your body feel when you don't drink enough water?
- Why is it important to stay hydrated?
- Ask yourself: When do I drink water? When could I drink more water?

ADAPTATIONS

Conservation Extension: Teach students about efficient watering in the garden. This activity can also be a bridge to discussing how to conserve water at home and in their daily lives.

At Home: Have students track the amount of cups of water they have per day (and when) with their families.

ACADEMIC CONNECTIONS

English Language Arts Common Core State Standards

CCSS.ELA-LITERACY.W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

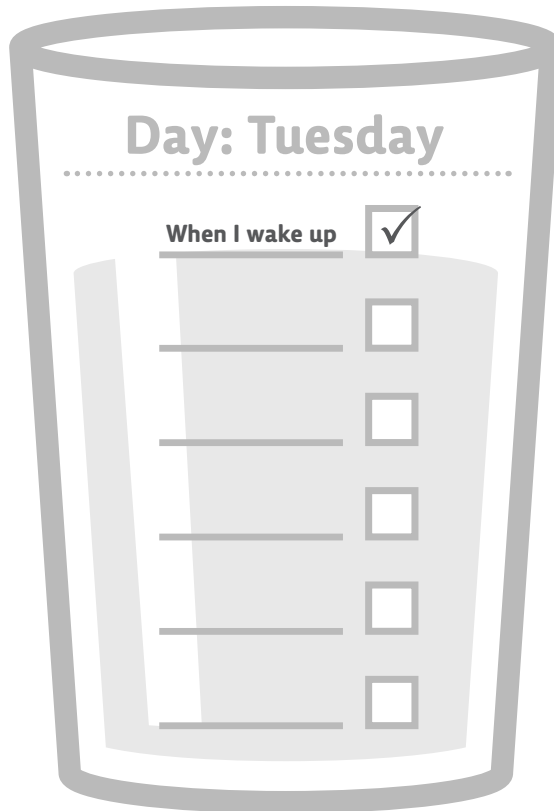


Name: _____ Date: _____

Water Log Worksheet

Directions: Write six times in the day when you want to drink a cup of water. Write one time in each cup. Put a check mark for each day you remember to drink at that time.

EXAMPLE:



It's important to drink water because _____

