

LESSON: Water

DATE: 5/8

GRADE: 1/2

STANDARDS:

NHES 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks

PERFORMANCE INDICATORS:

1.2.2 Identify that healthy behaviors affect health.

7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

7.2.2 Demonstrate behaviors that avoid or reduce health risks

OBJECTIVES: At the end of class, students will . . .

- Understand that living things, including humans, are made mostly of water
- List organs that are made of significant amounts of water
- Understand that people need to drink 8-10 cups of water a day to stay healthy
- Label, fill, and test their new water bottles.

ACTIVITY: Watery Carrots

- Draw carrot on white board. At the start of class each student marks how much of the carrot they believe is water. I reveal that the answer is 88%.
- Brief discussion and diagram of cells to explain where all that water “hides”
- Cut carrot and allow students to see and touch moist area

ACTIVITY: Water in our Bodies

- Distribute body outline on papers to each student. They may work in pairs to draw in every body part they can think of that contains water.
- Share answers (make sure heart, lungs, muscles, bones, stomach, and eyes are included)
- Give a plastic cup to each student and have them place it over their mouth and breathe in and out for 30 seconds. Discuss why they see moisture in the cup.
- Distribute body parts coloring page and blue crayons, students color percent of organ they think is made of water
- Pairs share answers and I hand correctly colored body parts (pre-made) to student to put on full-size body outline at front of room

ACTIVITY: Water Bottles

- Discussion question: what does this tell us about drinking water? How much water do we need each day?
- Distribute pre-washed water bottles. Students label them. Review how they work and appropriate use. Time permitting, students can fill them and drink up.

MATERIALS:

Carrot

Knife and cutting board
Plastic cups
Body outlines (1/student)
Body part coloring page (1/student)
Full-size body outline
Large, pre-colored body parts
Tape
Water bottles to give away
Sharpies for labeling bottles

How much water is in each of these body parts?

