

SNWA Goal 1 Objective 1.1

CCSD Curriculum Essentials Framework

Health

It is expected that students will:

(2)5.3 discuss the relationship between good health and proper diet.

Science

It is expected that students will:

(2)4.4 describe the various resources that provide the necessary things that are used by people in their daily lives. (16.2.2 WCSD)



Purpose:

This activity allows students to discover that many foods contain water, some more than others, and that people obtain part of the water they need through the foods they eat.

Time: two or three 30-minute sessions

For each pair or group of 4 students you will need:

2 slices of each of the following foods:

- apple
- cucumber
- bread
- cheese
- meat

- paper plate
- sealable plastic bag



Introduction

1. Ask students what would happen to them if they had no water to drink. Responses may include, “We would get sick,” or “We would die.” Tell them that they are right; all living things need water to live, but sometimes they *eat* water as well as *drink* water.
2. Ask if anyone has an idea of what that could mean. Accept student ideas. Suggest that the class discover which foods contain water by observing and comparing some food over time.



Making Discoveries

3. Distribute two slices of each of the foods to each pair or group of four students. Have each student trace the outline of any two of the foods in their science notebooks. They should label and date their drawings.
4. Place one of each of the food slices into a plastic bag and a matching food slice on a paper plate marked with student names.
5. Ask students to predict what they think will happen.
6. Observe the food slices the following day. Ask, “What do you notice about the food on the paper plate? What do you think happened?” Compare it to the food in the bag.
7. Students should lay the slices on the outlines of the foods they previously traced in their notebooks. Each person in the group should retrace both pieces of food in his/her notebook, labeling and dating their drawings. Suggest that the reason the foods look different is that the piece on the plate dried out, or the water evaporated.
8. Ask students if they think the foods would lose more water if left out on the plate another day. If they say yes, allow time for observation again the following day.

Closing

9. Ask, “Which food seemed to have the most water? Why do you think that? If there really were no water to drink, could you get enough water from food to stay alive? To stay healthy?”
10. Provide new fresh food slices for students to eat and ask them to “feel” the water in each as they eat.

Extensions

1. Have the nurse or health aide visit the class to talk about eating and drinking to stay healthy.
2. Bring in examples of dehydrated foods.
3. Rehydrate dried foods, such as apples, apricots or raisins.

Word Bank

The teacher should introduce or review the following vocabulary with the students within the context of this lesson.

evaporation: the change of matter from liquid to the gaseous or vaporous state

dehydrate: to take water away

rehydrate: to replace lost water

