Keep it Growing

1. Water, Water, Everywhere!
2. To Weed or Not to Weed
3. Put a Lid on it!
4. Garden Journal
## Keep it Growing

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Unit Introduction:
This unit teaches the science behind maintaining a garden. It specifically addresses the issues of weeds and water in the garden. Students will learn how water moves through plants and throughout the garden, and how to conserve water. Students will learn what weeds are and why it is important to keep the garden well-weeded. Finally, the students will learn that, just like plants, people need water to be healthy. Students will make a healthy, refreshing drink that’s easy to make at home.

Teacher Vocabulary:

1. **Water, Water, Everywhere!**

   **Dehydration** - the condition in which a living thing does not have enough water in its tissues to maintain optimum functioning.

   **Evaporation** - the process of water turning from a liquid to a gas. This process is accelerated by heat.

   **Transpiration** - the process of water moving through a plant, starting by being absorbed through the roots and then released as water vapor through the leaves.

2. **To Weed or Not to Weed** (No Vocabulary)

3. **Put a Lid on it!**

   **Mulch** - any material used to cover a garden's soil to limit water loss and weed growth.

Linking to the Garden: (refer to pages 28 through 30 in the curriculum Introduction)

**Schoolyear Programs**
Recommended Month: April
Plant:
Transplant: Broccoli, collards, kale
Direct seed: Carrots
Start indoors: Sweet potato slips
Harvest: Leafy greens, lettuce, and spinach to send home with students (late April)

**Complimentary gardening activities:** Water, weed, and mulch your garden to reinforce the concepts learned in this unit

**Growing Season Programs**
Recommended Month: June
Plant:
Transplant: Sweet potatoes
**Harvest**: Beans, broccoli, collards, cucumbers (late June) kale, summer squash (late June) to send home with students

**Complimentary gardening activities:** Water, weed, and mulch your garden
Background:

Many people can be discouraged by the hard work that is needed to maintain a productive vegetable garden. When students understand the science behind maintaining a garden, they will learn that their work is well worth it, and will be rewarded by their harvests.

Conserving water in the garden and ensuring that the plants have an adequate supply of water is one of the major concerns of a gardener. Water makes up the majority of the cytoplasm in plant cells, keeping the cells full and rigid, and the plant upright. Most processes within the plant, the most important being photosynthesis, require an adequate supply of water. Water enters the plant through the root and travels up the stem to tissues throughout the plant. Water is eventually released as water vapor through small holes on the undersides of leaves called stomata. Similar to how people sweat, plants are able to survive extreme temperatures by moving water through their tissues. While it is called perspiration in people, when water moves through and out plants it is called transpiration. The hotter it is outside, the faster plants transpire and the more important it is to make sure they have enough water.

Gardens waste a lot of water in the soil if there are unwanted plants (also known as weeds) soaking up and transpiring water. There are millions of weed seeds in the top six inches of the smallest garden’s soil. If weeds are removed, the garden as a whole will be transpiring less water, and therefore, there will be more water available for our vegetable plants.

Another avenue of water loss in the garden is through evaporation directly from the soil. Bare soil will quickly dry out as water evaporates into the air. To prevent, or at least slow this down, gardeners put mulch on their soil and around their plants. Mulch can be anything that covers the soil, from sheets of plastic often used on farms, to wood chips and leaves often used in backyards and in gardens. Straw also works great if it is available. Even sections of newspaper will work, as long as the glossy pages aren’t used. Home gardeners should choose a mulch that will decompose and not create waste in the garden.

A second benefit of mulching the garden, aside from water conservation, is that it will prevent weeds from growing. When the soil is covered by mulch, weeds are shaded from light and cannot grow as easily. Mulching is a great way to conserve water in the garden and to keep the water for the plants that need it most: your vegetables!
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- **Standard 2.0 Comprehension of Informational Text**
  - Use graphic aids such as illustrations, pictures, photographs, charts, tables, and maps to enhance understanding of the text.

- **Standard 4.0 Writing**
  - Support a main idea with specific examples.
  - Use a variety of organizational structures to develop ideas and arguments.

- **Standard 6.0 Listening**
  - Attend to the speaker and respond appropriately to clarify and understand.
  - Demonstrate an understanding of what is heard by retelling, asking questions, and relating prior knowledge.
  - Follow a set of multi-step directions.
  - Make judgments based on information from the speaker.
  - Listen carefully to expand and enrich vocabulary.
  - Draw conclusions based on the information presented.

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Keep it Growing - State Curriculum Identifiers - Reading/English Language Arts Standards
### 1.0 Skills and Processes:

#### C.1.d. Construct and share reasonable explanations for questions asked

<table>
<thead>
<tr>
<th>Lesson</th>
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<tbody>
<tr>
<td>1.</td>
<td>- Plants and animals use food to grow and stay healthy. - Plants use sunlight to make food. - Water is a primary source of energy for living organisms. - Identify the sun as the primary source of energy for living organisms.</td>
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<td>2.</td>
<td>- Describe how water can change between the three states of matter. - Describe the processes that maintain a continuous water cycle. - Describe the processes that maintain a continuous water cycle.</td>
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<td>- Describe how water can change between the three states of matter. - Describe the processes that maintain a continuous water cycle. - Describe how water can change between the three states of matter.</td>
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**3.1 Life Science**

- Identify and describe the interactions of organisms present in a habitat.
- Explain that organisms live in habitats that provide their basic needs.
- Explain that organisms live in habitats that provide their competition or space, food, and water.
- Explain that organisms live in habitats that provide their beneficial interactions: nesting, pollination, seed dispersal, oysters filtering, etc.
- Explain that organisms live in habitats that provide their consumers, decomposers, producers, and scavengers.
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**Standard 6.0 Nutrition and Fitness**

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- Water
- Describe why the body needs
Lesson #1: Water, Water, Everywhere!

Time required: 35 minutes (classroom activities: 35 minutes)

Lesson Overview:
1. Students will understand the importance of water in the garden and in their bodies.
2. Students will engage in an activity that studies how water moves through plants.

Students will learn that:
- People should drink plenty of water to stay healthy.
- Like people, plants also need water to stay healthy.
- There are special techniques to keep water in the gardens.

Setup:
- Make copies of “The Water Cycle” handout.

Process:

Introduction (5 minutes)
1. Ask the students to review what plants need to grow and be healthy. They should recall that, among other things, plants need water to survive. Point out that people also need water to survive.
2. Explain that we are going to be learning about water today, and why water is important to both people and plants, especially the plants that are growing in our garden.

Engagement (5 minutes)

Discussion Questions
1. How do we get water into our bodies?
2. What are some of the ways our bodies use water?
3. How does water get into plants?
4. How do plants use water?
5. Are there any similarities between people and plants in relation to water?
**Key Points**

1. Water is used all throughout our bodies to keep us healthy. Our bodies are 2/3 water! Water is used to move things around our bodies, during digestion, and to maintain the temperature of our bodies. We lose water through breathing, sweating, and digestion.

2. Besides drinking water, eating fruits and vegetables is an important way that we get water into our bodies.

3. Plants “drink” water by absorbing it through their roots.

4. Plants use water for a number of purposes. One of the most important is photosynthesis. Much like humans, plants also use water to move nutrients around their tissues. They are made up of a large percentage of water (over 80%), just like people.

5. Understanding how water moves through humans and through plants is important to becoming both a healthy human as well as a good gardener.

**Activity (25 minutes)**

**SUMMARY OF ACTIVITIES**

1. Students will learn how both the human body and plants use water.

2. The students will engage in the completion of “The Water Cycle” handout, where they will learn how water moves through the air, ground, and plants.

**Key Points**

1. People and plants need water to complete body functions.

2. Good gardeners should supply an adequate amount of water to their gardens.

3. All people should drink an adequate amount of water.
Activity Process #1 (10 minutes) The Importance of Water to Our Bodies

1. Using the answers from the introduction, explain that water is used throughout our body. In fact, our bodies are 2/3 water! Here are some very important uses of water:

<table>
<thead>
<tr>
<th>Key Points</th>
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<tbody>
<tr>
<td>1. Every cell, tissue, and organ in our bodies has water in it, and most body functions, like eating, digesting, thinking, seeing, or growing, require water.</td>
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<tr>
<td>2. Starting with our mouth, water helps wash out our digestive system, and helps us digest our food.</td>
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<tr>
<td>3. Water keeps our eyes wet so we can blink and see.</td>
</tr>
<tr>
<td>4. Water is the main ingredient in blood, which moves nutrients, vitamins, and oxygen throughout our bodies.</td>
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<tr>
<td>5. Water helps to regulate our body temperature. On a hot day, the body produces sweat to cool down.</td>
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2. Explain that water is just as important in plants as in humans. While plants don’t have eyes that need to stay wet, or have blood, they are made up of water and need water to live. Plants need water to make food from sunlight, a process called photosynthesis. Without water, plants would not be able to feed themselves!

3. Explain that if people don’t drink enough water, they become dehydrated. Being dehydrated means that your body doesn’t have enough water to stay healthy.

4. Ask the students to think about the following two questions with a partner for one minute:

<table>
<thead>
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<tr>
<td>1. What does a plant look like that doesn’t have enough water? How do we know when a plant doesn’t have enough water?</td>
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<tr>
<td>2. What would happen to a plant if we never watered our gardens and it didn’t rain? Why?</td>
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Key Points

1. Explain that when a plant does not have enough water, it will start to droop, get limp, and then dry up. This is because plant cells are made mostly of water, like tiny water balloons. When they aren’t given water, the cells become like deflated balloons and the plant becomes floppy.

2. If a plant is without water for long enough, it will die.
Activity Process #2 (15 minutes) “The Water Cycle” handout

1. Pass out a copy of “The Water Cycle” handout to each student. This handout depicts how water travels from the clouds as rain, into the soil, through the plant, and into the air again. Water can also go directly from the ground to the air by evaporating.

2. Work with students to complete the handout, having the students fill in the blanks as you go. Discuss the definitions of each word that goes in the blanks. Although you can start anywhere on the cycle, it is usually easiest to start with the clouds because students should be familiar with them.

3. When talking about transpiration, explain how water travels through a plant. Water enters the plant through the roots, travels up the plant’s stem, and then out of the undersides of the plant’s leaves through tiny openings.

4. After all the blanks are filled in and the water cycle is explained, have one student summarize how water moves through our garden.

5. Explain that as good gardeners, we want to keep as much water as possible in the ground for plants to use.

6. Point out that there are two ways that water leaves the soil: through evaporation and transpiration.

7. **ASK:**

   Looking at the water cycle, what are some ways that we can keep water in the ground?

8. If the students are having a hard time coming up with the answers, use the following questions.

**Discussion Questions**

1. How can we get more water into the soil for our plants to use?

2. How can we reduce evaporation, which is when water leaves the soil by turning into a gas?

3. How can we reduce transpiration in the garden, which is when water leaves our plants as a gas through the plant leaves?
Keep it Growing

Key Points

1. Gardeners add water to the soil by watering the garden when the soil is dry. By increasing the amount of water put into the garden, more water will be available to our plants.

2. Good gardeners prevent water from evaporating by covering the soil around their plants with mulch. Explain that mulch is any thing that covers the surface of the soil and keeps the soil underneath moist by preventing evaporation. Mulch can be tree bark, leaves, or straw.

3. There are probably some plants that are growing in our garden that we don’t want growing there. They are called weeds. Weeds transpire water just like our vegetable plants, but weeds don’t produce food for us, so they are wasting the water in the soil. If we pull weeds out of the garden, then there is less transpiration, and more water for the vegetable plants that we want to grow.

NOTE:

It is best to show these concepts first hand. If you have a garden this would be a good time to water the garden with the students. Using either a hose or watering cans, have the students water the plants in their garden. Remind the students that plants absorb water through their roots, so they should water the soil, not the plants. Explain that the soil below the surface, and not just the surface, should be wet so that the deepest plant roots can absorb water. This takes holding the hose or watering can in one area for several seconds, rather than just a quick spray.

You may also want to remind students that while we want to make sure our plants have enough water, we don’t want to waste water by watering unnecessarily. They can decide if the garden needs water or not by sticking their finger in the soil one inch and seeing if the soil is dry. If it is moist, they should wait to water until it is dry. Plant roots will grow deeper and stronger if the soil is allowed to dry between waterings.
Lesson #2: To Weed or Not to Weed

Time required: 25 minutes (classroom activities: 25 minutes)

Lesson Overview:
1. Students will understand plant competition, and why removing weeds from our garden helps grow healthier vegetables.

Students will learn that:
- Similar to humans, plants need an adequate amount of water, nutrients, and energy to survive and be healthy.
- Weeds are plants that grow in our garden that we didn’t plant and that we don’t want to grow.
- Weeds compete for resources by taking water, nutrients, and sunlight (energy) away from the plants that we want growing in our garden.
- Mulching prevents water from evaporating from our garden.

Gather

• Small paper bathroom cups (approximately 50 total)

Process:

Introduction (5 minutes)
1. Remind students of the concepts about water in our garden that they learned in Lesson #1. Discuss some of the ways that our bodies and our garden plants use water.
2. Review the water cycle. Have students describe how water moves through our garden.

Engagement (5 minutes)

Discussion Questions

1. What is a weed?
2. Why do we weed our garden?
1. A weed is anything growing in our garden that we don’t want to grow there. Weeds grow because their seeds blow into our garden, and they often grow faster and stronger than our vegetable plants.

2. Weeds take water, nutrients, and sunlight away from the vegetable plants that we do want to grow in our garden.

3. Gardeners remove the weeds from their garden so that their vegetable plants can grow bigger and healthier.

**Activity (15 minutes) “Competition in the Garden” Game**

**SUMMARY OF ACTIVITY**

The class will play a group game that helps demonstrate what happens to our vegetable plants when we have weeds in our garden. They will learn that if we let weeds grow, water is stolen from our vegetables by these unwanted plants.

**Activity Process (15 minutes)**

1. This game will represent the competition that takes place in the garden. Break the students into groups of 4 or 5. Assign one of the students to be the “carrot plant” of the group, and the other students to be the “weeds”.

2. Explain that the class represents the carrot patch in a garden. Some of the people in the class are carrot plants, and some are weed plants.

3. Explain that all plants, whether a carrot plant or a weed plant, need to drink one cup of water every day to survive, but would rather have two cups of water to be healthy and get bigger. You may want to write this on the board because you’ll be referring to it later.

4. Pass out 10 cups to each group. Have the students divide them evenly among group members.

5. SAY:

   It looks like it is going to rain today! Today it rained 10 cups of water on the garden. That means that each group gets 10 cups of water to share.

6. Ask students how the plants managed. Did all get enough water to grow big and healthy?

7. Explain that both the carrot plant and the weeds were able to get their preferred 2 cups of water to grow.
8. Collect cups so that each group only has 5 cups.

9. SAY:

   We are now going to pretend that some time has passed, and that it looks like its going to rain again. This time it rains only 5 cups of water.

10. Remind students of the plants’ water requirements and ask how the plants in the garden are doing. Does everyone get enough to drink?

11. Explain that although this rain provided enough to drink in order to survive, the carrot plant was not able to get enough to be healthy and grow bigger.

12. Collect cups so that each group only has 2 cups. Tell students that they must share the water in these cups with all of the plants.

13. SAY:

   The following week, it only rained 2 cups of water total. Did it rain enough to keep the carrot plant healthy?

14. Review with students that because it is sharing the 2 cups of water with the weed plants, our carrot plant was not able to get enough water to drink.

15. SAY:

   Now pretend that a good gardener visited the garden and removed the weed plants. If you are a weed and have a cup, give it to the carrot plant.

16. Ask students if carrots now have enough water to grow and be healthy.

17. SAY:

   Weeds compete with our vegetable plants for resources such as water, sunlight, and nutrients. As good gardeners, we can help our vegetable plants get the resources they need to grow by weeding our garden.

NOTE:
It is best to show these concepts first hand. If you have a garden, this would be a good time to weed the garden with the students. Show them which plants are weeds and which are vegetable plants. Demonstrate how to weed, which is done by pulling up the entire weed plant, including the roots. If we only pull up the leafy part, it may grow back.
Lesson #3: Put a Lid on it!

Time required: 40 minutes (classroom activities: 40 minutes)

Lesson Overview:

1. Students will understand that mulching prevents water evaporation and prevents weeds from growing.
2. Students will experience in a new way to incorporate water into their diets by creating a tasty and healthy drink.

Students will learn that:
- Like people, plants need water to stay healthy.
- Mulching and weeding are two ways that gardeners can conserve water in their gardens.

Gather

- The completed “Water Cycle” handout from Lesson #1
- 5 small pots or quart-sized yogurt cups
- Potting soil to fill the pots or yogurt cups
- 5 pieces of paper, shredded or cut into very small pieces
- 5 sandwich baggies
- 2 different color pipe cleaners (20 of one color, 2 of the other)
- Ingredients for “Fizzy and Fruity Water” recipe
- Equipment for “Fizzy and Fruity Water” recipe

Setup:
- Cut pipe cleaners into three sections. You should have 60 pieces of the first color and 6 pieces of the second color after cutting.
- Cut paper and divide among five different plastic bags.
- Fill pots with soil.
- Make copies of “Fizzy and Fruity Water” recipe.
- “Crunchy Vegetable Wrap” optional recipe.

Process:

Introduction (5 minutes)

1. Using the “Water Cycle” handout from Lesson #1, review how water moves through our garden.
Engagement (5 minutes)

Questions

1. If we were to try to prevent water from leaving our garden, what are some steps in the water cycle that we could target?

2. How can we reduce the amount of transpiration in the garden?

3. How can we reduce evaporation in the garden soil?

Key Points

1. Water leaves our garden through two ways: transpiration from plant leaves, and evaporation from the soil. These are places that we could target in order to prevent water loss from our garden.

2. When we take out unwanted plants, or weeds, we can reduce the amount of water that is lost through transpiration.

3. We can reduce evaporation by covering the garden soil. We are going to learn how gardeners can do that today!

Activity (30 minutes)

SUMMARY OF ACTIVITIES

1. Students will create a garden model that they can practice weeding and mulching, and therefore reduce the amount of water lost through evaporation and transpiration.

2. Students will prepare a fun recipe for a tasty and healthy drink.

Activity Process #1 (20 minutes) Weeding and Mulching

1. Divide the class into five groups, and give each group the following materials:
   • 1 pot filled with soil
   • 1 three-inch pipe cleaner of one color
   • 10 three-inch pipe cleaners of a different color
   • 1 plastic baggie filled with shredded paper

2. Explain to them that the first pipe cleaner represents the vegetable plants that we want to grow. Ask the students to pretend that they planted this vegetable two weeks ago, the seed germinated, and it is now starting to grow. Have each group place the pipe cleaner into the soil so that it is sticking out of the soil.
3. Next, explain that other seeds blew into our garden and germinated. These are plants that we don’t want growing next to our plant. These are the weeds. Instruct the groups to put their ten pipe cleaners, of a different color, in the soil as well. They represent the weeds that are growing in the garden.

4. Using the concepts covered in the beginning of class, review with students that transpiration and evaporation are the two ways water is lost from the garden.

5. Ask the class to define transpiration. How can the amount of water that is lost to transpiration be reduced?

6. Review that transpiration can be reduced by taking out unwanted plants, which is known as weeding.

7. Instruct the students to weed their garden by taking out the unwanted plants, the ten pipe cleaners.

8. Next, explain to the class that a lot of water gets wasted in a garden because of evaporation. How can we keep water in our soil?

9. Review the definition of mulching. Explain that water evaporates when it touches the air, like water sitting in an open jar. Over time, the amount of water in a jar will decrease because the water is evaporating into the air. However, if the jar has a lid, evaporation stops because there isn’t any way for that water to escape.

10. Explain that gardeners can “put a lid on” their soil by mulching around their plants. Ask the class if anyone knows what mulch is.

11. Explain that mulch is anything that you put on your garden soil to prevent water from evaporating and to prevent weeds from growing. Mulch can be a number of things, but most gardeners use straw or leaves as mulch.

12. Ask them to pretend that the paper pieces are leaves, a type of mulch. Instruct the students to take the pieces of paper out of the plastic bag and to “mulch” their garden around the pipe cleaner vegetable plant. Let them know that they should still be able to see their pipe cleaner through the mulch, because that plant still needs sunlight to grow.

13. You may want to have some students leave their “gardens” unmulched. Have everyone water their garden and check daily to observe whether the mulched gardens stay moist longer.

14. Now that their gardens are mulched and weeded, have students review the concepts learned.
Discussion Questions

1. What are the two ways that water will leave your garden?

2. What is one way to prevent water from leaving through plants, or transpiration?

3. What is one way to prevent water from leaving through the soil, or evaporation?

Key Points

1. Water can leave the garden through transpiration and evaporation.

2. Transpiration can be reduced by weeding the garden, which means pulling out unwanted plants.

3. Evaporation can be prevented by mulching the garden.

Activity Process #2 (10 minutes) “Fizzy and Fruity Water” Recipe

1. Discuss with students how often they drink soda or fruit-flavored drinks (such as Kool-Aid™ or Sunny Delight™). Ask them if these are healthy drink choices.

2. Explain that we only give our gardens water because that is the healthiest drink for our plants. Likewise, water is the healthiest drink for us. When we have a lot of sugary drinks like soda and fruit-flavored drinks, we aren’t drinking the healthiest drink for our body.

3. Ask the students for some ideas on how to drink more water when they are thirsty. Discuss when and why they consume drinks other than water.

4. Explain that today we are going to make a healthy drink that is almost all water, but has the flavor and sweetness of soda. It’s easy to make at home, and very refreshing after being out in the garden.

5. Pass out the cups with ice in them. Prepare the “Fizzy and Fruity Water” according to the recipe.

6. NOTE: Remember to review with students the importance of clean hands when preparing food. Have all students wash their hands before they begin to handle the food. The curriculum introduction has a useful description of proper hand-washing techniques.

7. Have the students taste their drink, and comment on whether or not they like it. Ask them if they think that this is a better choice than soda. Explain that plants in our garden drink water because it is what they need to be healthy and strong. Like plants, we need to drink water to stay healthy.

8. Encourage students to take the “Fizzy and Fruity Water” recipe home to share with their family.
Lesson Overview:

1. Students will write a creative written response to a prompt related to the content covered in the “Keep it Growing” Unit.

Process:

1. Read the prompt aloud to your students. After answering any questions, allow them time to write a response in their Garden Journals.

Prompt:

Even though weeding and mulching can be hard work, we now understand why it is so important to keeping our garden productive and healthy. Using complete sentences, write a paragraph that describes how water moves through our garden using the following words: transpiration, mulch, water, root, leaf, evaporation, garden, soil, and vegetable.
Even though weeding and mulching can be hard work, we now understand why they are important for keeping our garden productive and healthy. Using complete sentences, write a paragraph that describes how water moves through our garden using the following words: transpiration, mulch, water, root, leaf, evaporation, garden, soil, and vegetable.
Student Vocabulary

Evaporation - the process of liquid water turning into a gas.

Mulch - any material that you put on your garden soil to limit water evaporation and weed growth.

Precipitation - when water falls from the sky in the form of rain or snow.

Transpiration - the process of water moving through a plant (starting by going into the roots and ending by going out the leaves).

Vapor - water that is in the air in the form of a gas.

Weed - an unwanted plant that usually competes for nutrients, water, and space with the plants we are trying to grow.
Fizzy and Fruity Water

When you’re thirsty from playing outside or working in the garden, try this easy and healthy drink for some serious refreshment!

Serves 1 drink

Ingredients:
3/4 cup seltzer water
1/4 cup of orange juice
2 ice cubes

You will need:
Serving cup
Small mixing spoon

Directions:
1. Put two ice cubes into one serving cup.
2. Put 1/4 cup of orange juice into the serving cup.
3. Add 3/4 cup seltzer water.
4. Stir and enjoy.
Crunchy Vegetable Wrap

Like plants, people need water to survive. To stay healthy, we should consume about 8 cups of water each day. This sounds like a lot of water to drink, but the good news is that we can get around 20% of our water from eating plants, such as fruits and vegetables. The vegetables in this recipe are high in water content and are not only healthy to eat, but also a great source of water.

Servings 4

Ingredients:

4 Tablespoons low-fat cream cheese  
½ teaspoon ranch seasoning mix  
2 flour tortillas  
½ head of broccoli, washed and chopped  
1 carrot, washed, peeled and grated  
1 zucchini, washed and cut into small strips  
1 summer squash, washed and cut into small strips  
½ tomato, washed and diced  
¼ green bell pepper, washed seeded and diced  
2 large radishes, washed and sliced thinly

Directions:

1. In a small bowl, stir ranch seasoning into cream cheese, chill.

2. Spread cream cheese onto flour tortilla, staying one inch from edge.

3. Sprinkle vegetables over cheese. Roll tortilla tightly. With a sharp knife slice tortillas into circles and serve.
The Water Cycle

- Cloud
- Condensation
- Precipitation
- Transpiration
- Evaporation
- Absorption
The Water Cycle

Word Bank:
- Absorption
- Cloud
- Condensation
- Evaporation
- Garden
- Precipitation
- Transpiration

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