

**Project FOCUS  
Best Lessons  
FIRST GRADE**

**Title of Lesson: Celery Experiment and Edible Plant Parts**

**Theme: Life Science**

**Unit Number: 7      Unit Title: All About Plants**

**Performance Standard(s) Covered (enter code):**

S1CS1

S1L1

**Enduring Standards (objectives of activity):**

**Habits of Mind**

- Asks questions
- Uses numbers to quantify
- Works in a group
- Uses tools to measure and view
- Looks at how parts of things are needed
- Describes and compares using physical attributes
- Observes using senses
- Draws and describes observations

**Content (key terms and topics covered):**

Plant parts, plant growth

**Learning Activity (Description in Steps)**

**Abstract(limit 100 characters):** This activity teaches how a plant takes water up from the ground and which parts we eat every day.

**Details:** To prepare for this lesson I first researched how plants take up water from the soil, but remember you are teaching first graders so keep it basic. Next, I purchased all of my materials for the lesson. The night before the lesson I made a “vegetable bag” for each student. I placed a carrot, piece of broccoli, and piece of lettuce in each bag. I also made a chart on the piece of construction paper with all of my student’s names in the left column and a place on the right for their educated guesses.

An example is below:

Name:	Did Celery Stalk Stay Green?	Did Celery Stalk Change Colors?
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John

Mary

To begin the lesson I first reviewed the basic parts of a plant that we learned the week before, emphasizing the roots. Next, we began the celery experiment. I went over basic concepts of how plants take up water by capillary action. I gave each student a plastic cup and a marker and they wrote their name on the cup. I then filled the cups about half-way with water. Each student then picked their favorite color between blue and red and I added this

food color to the water. Next, each student was given a stalk of celery to place in their cup. When I handed them the celery we discussed which part of a plant it was. After the experiment was set up I had each student act as a “scientist” and make a scientific guess on the outcome of the experiment. These were recorded on the paper and saved for review. Two days later my teacher went over the outcome of the experiment with the students. They could see if their predictions were correct and loved watching the leaves change color. For the second part of my experiment, I handed each student a “vegetable bag”. Each student was then instructed when to take out which vegetable as we went over the parts that they were eating. I turned it into a guessing game and the student’s rewards were to eat the vegetables. Once this was complete I tested their knowledge by showing those pictures of vegetables from a book and let them tell me what part of the plant that they were eating.

**Materials Needed (Type and Quantity):**

1. Plastic sandwich bags
2. Vegetables (broccoli, carrots, lettuce)
3. Clear plastic cups
4. Water
5. Food coloring (red and blue)
6. Celery stalks (with leaves is best)
7. Book of Vegetables (big pictures best)
8. Large piece of construction paper
9. Marker

**Notes and Tips (suggested changes, alternative methods, cautions):**

Check to be sure none of the students have any food allergies.

**Sources/References:**

- 1)
- 2)
- 3)