

# Watching Living Things Grow

## WHAT YOU NEED



milk carton



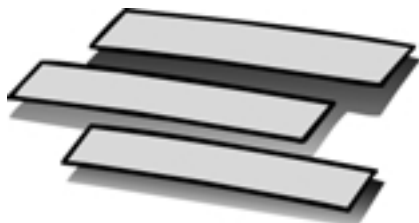
soil



seeds



water



strip of paper



pencil

### Find Out

Do this activity to see how a plant grows.

### Process Skills

**Observing**

**Measuring**

**Communicating**

**Interpreting Data**

**Inferring**

### Time

- 30 minutes to get started
- 5 minutes twice a week for three weeks



This experiment can also be done by placing seeds in a damp sponge or between moist paper towels. (Cover the paper towels with plastic wrap.) Make a packet for each student. After the seeds germinate, they can be planted in soil.

- 5. Check** the milk carton every three days. Add water if the soil is dry.
- 6. Measure** how tall the plant is growing. **Mark** your measurements on the strip of paper.

# WHAT TO DO

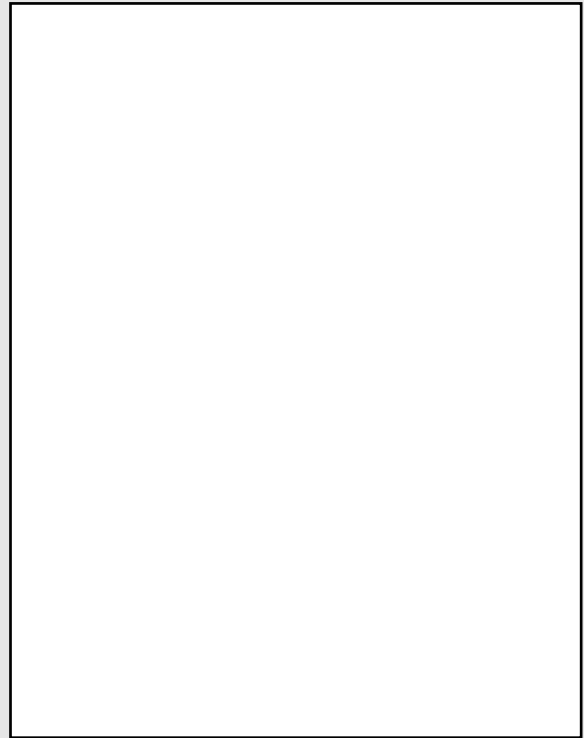
- 1.** Put some soil in the milk carton.
- 2.** Plant 3–4 seeds in the soil.
- 3.** Water the seeds.
- 4.** Put the milk carton in a sunny place.



**Draw** what you saw.



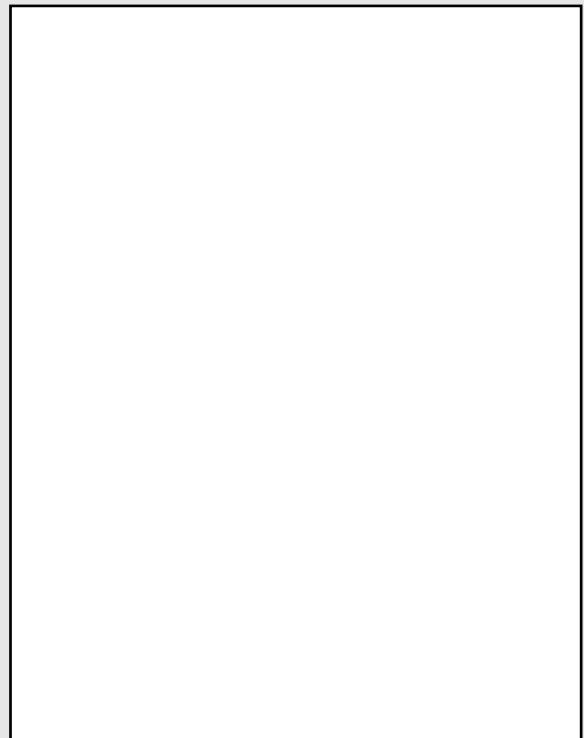
**seeds**



**1 week old**



**2 weeks old**



**3 weeks old**

Drawings should show appropriate stages of plant growth.

# Conclusions

## 1. What happened to the seeds?

The seeds began to grow.

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## 2. How did your plant change?

The plant grew taller, then made more leaves.

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# New Questions

## 1. How do you think the plant will change in the future?

Students should say that the plant will continue to grow and change in

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appearance as it grows.

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## 2. Ask a new question you have about how plants grow and change.

Accept all new questions.

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Name \_\_\_\_\_



# ACTIVITY

## Identifying Living and Nonliving Things

**Draw** the living things you found.

A large empty rectangular box for drawing. In the bottom right corner of the box, there is a small line drawing of a flower with a stem and two leaves.

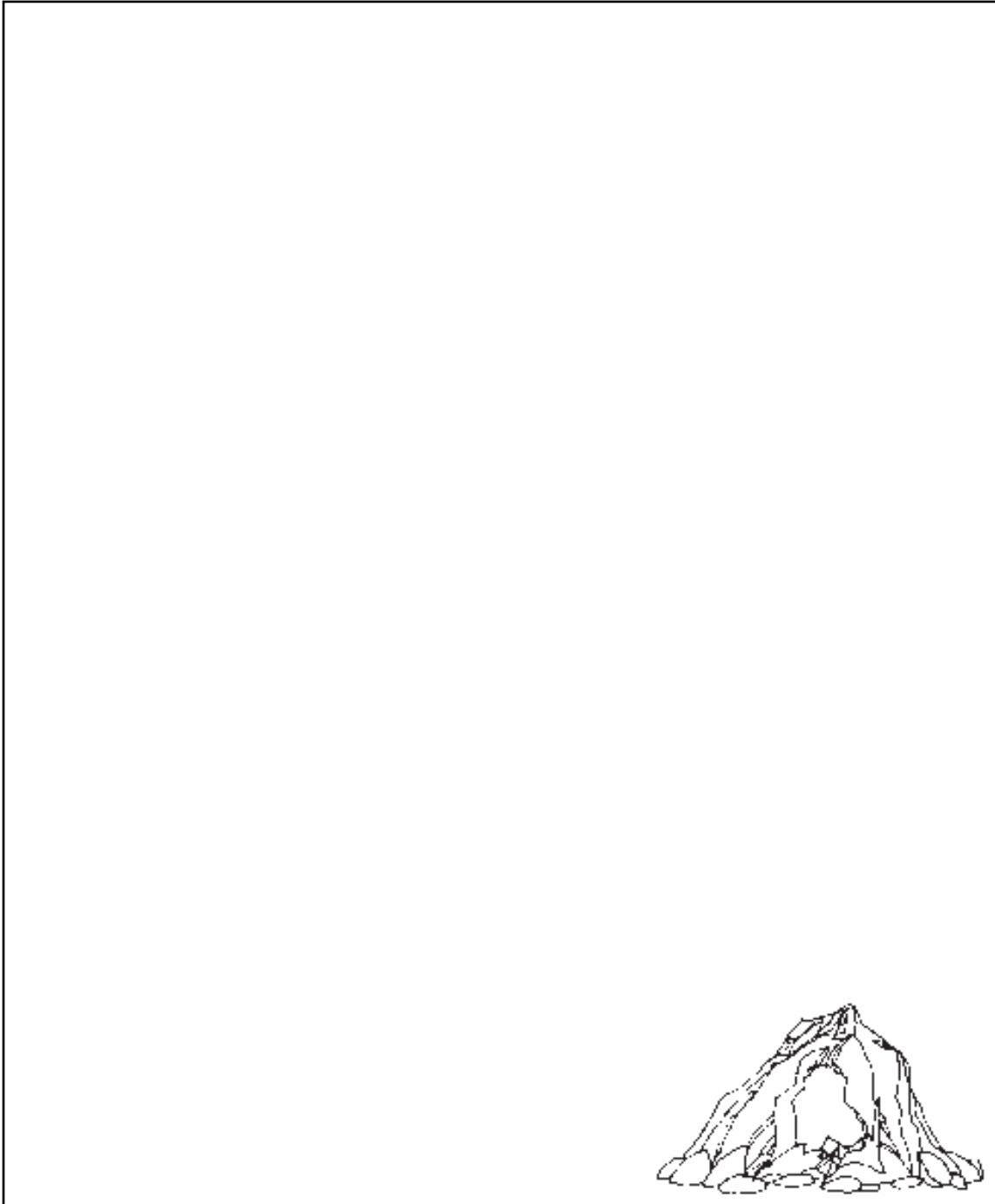
Drawings will vary, depending on what students observed on their walk around the school. Drawings should show plants and animals.

**Activity Journal**

**Lesson 1** • Looking at Living and Nonliving Things

Name \_\_\_\_\_

**Draw** the nonliving things you saw.



Drawings will vary, depending on what students observed on their walk around the school.

Name \_\_\_\_\_



# ACTIVITY

## **Finding Out What Living Things Need**

**Draw** what living things eat and drink.

A large empty rectangular box for drawing. In the bottom right corner of the box, there is a small line drawing of a bear sitting and eating berries from a bush.

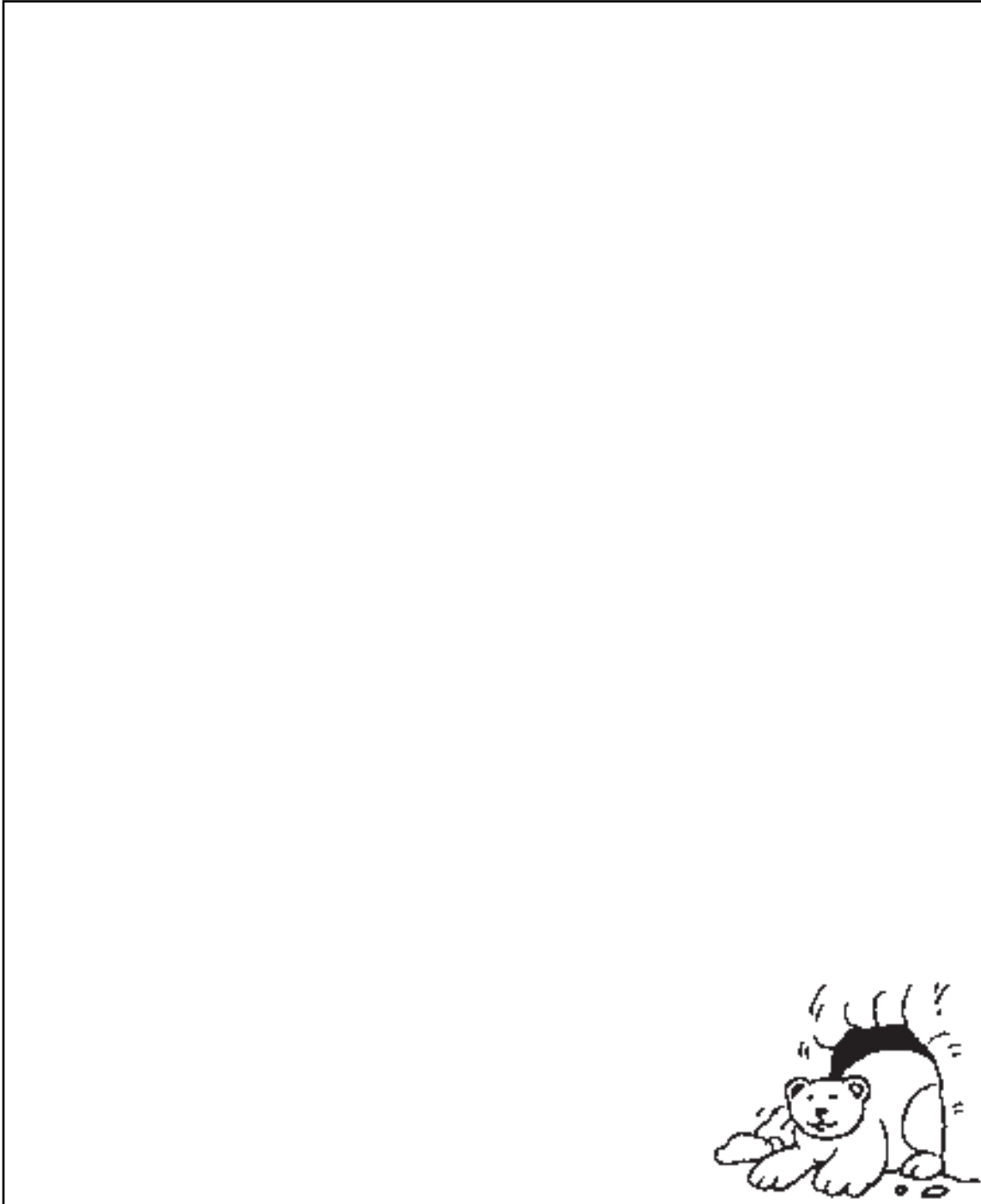
Drawings will vary, depending on what pictures the students found.

**Activity Journal**

**Lesson 2 • The Needs of Living Things**

Name \_\_\_\_\_

**Draw** shelters of living things.



Drawings will vary, depending on what pictures the students found.

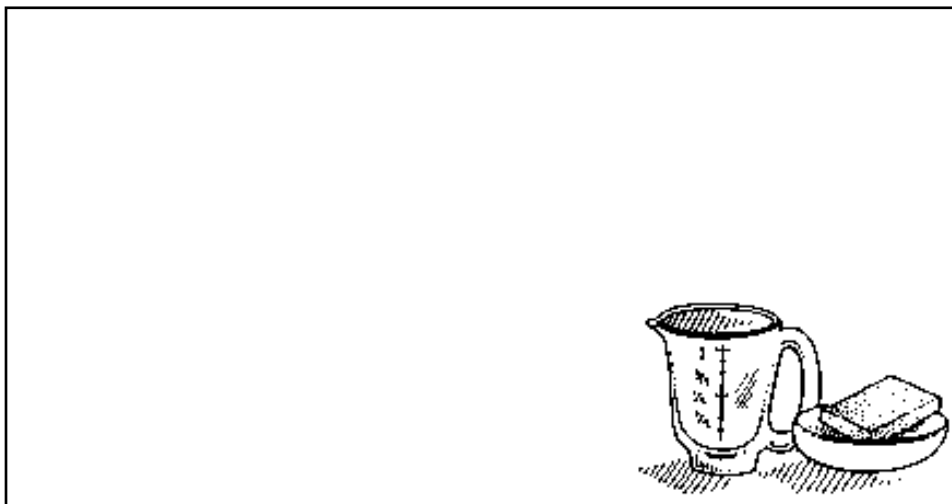




# ACTIVITY

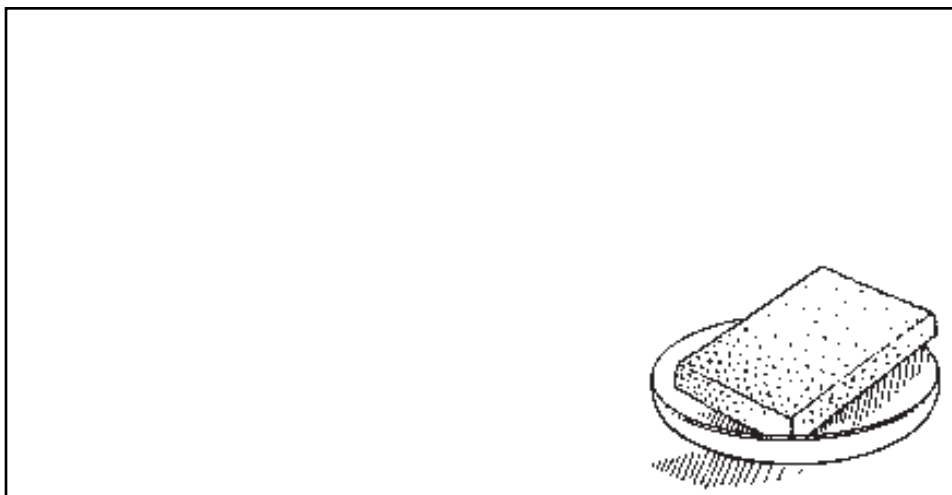
## Identifying Change

**Predict** how the wet sponge will feel.



Answers will vary, but may include wet, soft, and bigger.

**Predict** how the dry sponge will feel.



Answers will vary, but may include hard, thin, and dry.

**Activity Journal**

**Lesson 3** • Changes in Living and Nonliving Things

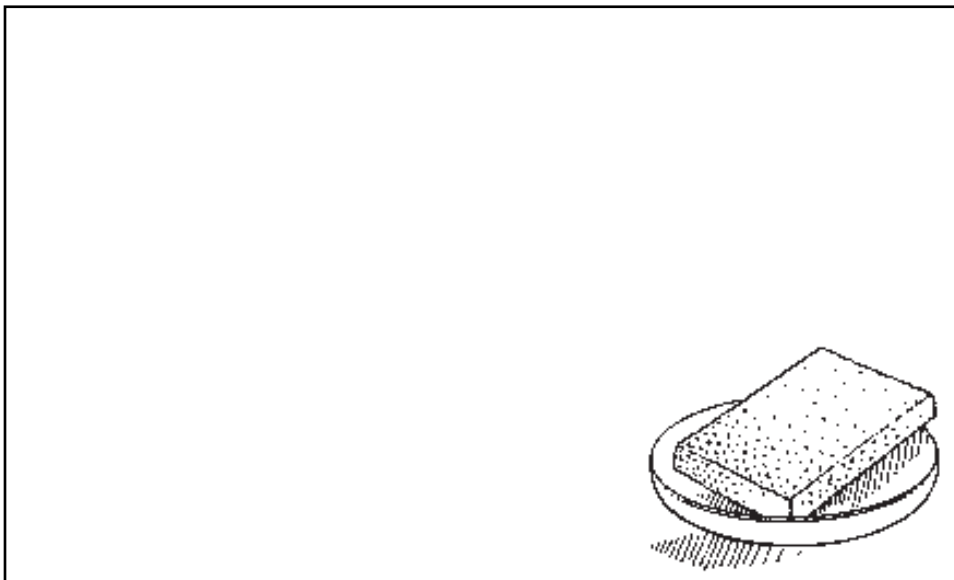
Name \_\_\_\_\_

How did the wet sponge feel?



Answers will vary, but may include wet, soft, and bigger.

How did the dry sponge feel?



Answers will vary, but may include hard, thin, and dry.