Celery Water Trail

A two-cup plant test with sketches and observations.

L.1.1.3 "Design and conduct an experiment that shows the absorption of water and how it is transported through the plant. Report observations using drawings, sketches, or models."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 WATCH WATER

Now	
Later	
Path	

2 WHAT HAPPENED

a	**red**	**clear**	**empty**
b	**leaf**	**stalk**	**root**

ANSWER KEY

Celery Water Trail

GRADE 1 · L.1.1.3

HOW TO RUN THIS PAGE

Provide two clear cups, water, red food coloring, and two celery stalks with leaves. Students plan and set up a comparison, sketch the stalks at the start, then observe and sketch them again the next day. Listen to each student's plan and check that the sketches show what the student actually sees.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · WATCH WATER

SAY "We have two cups, water, red food coloring, and two celery stalks. How can we make one cup of red water and one cup of plain water to test where water goes? Tell me your plan, set up the cups with me, draw what you see in Now, and tomorrow draw what you see in Later and use an arrow in Path to show where you think the water went."

- Box 1 (beside Now): **A sketch of the celery at the start of the test.**
- Box 2 (beside Later): **A sketch of the celery after a day, showing any red color the student observes.**
- Box 3 (beside Path): **A model with an arrow from the water into and up the celery stalk.**

PART 2 · WHAT HAPPENED

SAY "Look at both celery stalks and your sketches. I will read the choices in each row. Circle one answer to each question."

ROW	SAY	STUDENTS CIRCLE
a	Which cup helps you see water move inside the celery: red, clear, or empty?	**red**
b	Which part of the celery takes in water from the cup: leaf, stalk, or root?	**stalk**

WHAT TO ACCEPT

Accept sketches that match the student's observations, even if the red color is faint. The Path model should show water entering the cut stalk and traveling upward; record any help needed to plan, set up, or explain the test separately.