



Dear Teacher:

GrowingGreat Lesson #5 “Elimination and Hydration”

Today’s lesson is “Elimination and Hydration: Eliminate Waste and Run Smoothly With Plenty of Water.” It is also the final GrowingGreat lesson of the school year!

Your GrowingGreat Docent will lead the students through an interactive lesson designed to teach them the importance of proper elimination and the importance of whole foods and water. All students will receive a “Grill Me About” handout to take home to their parents or it will be sent home via email.

Your packet includes:

- An **outline** of the lesson for you to follow
- The “**Hydration Plan**”- an optional activity you may offer to the kids as extra credit.
- A **survey** for your feedback, which you can return to _____

We hope you and your students enjoyed the lessons this year. Thank you!

Sincerely,

Lesson #5: Elimination and Hydration:

Eliminate Waste and Run Smoothly with Plenty of Water



Lesson Objective: Students learn the importance of elimination and hydration and how they keep our systems running smoothly.

Classroom Lesson Outline

1. **Introduction** (5 min)
 - a. Review
2. **Elimination** (5 minutes)
 - a. The large intestine
 - b. Daily elimination is important to remove waste
 - c. Foods that help elimination
 - i. Fruits
 - ii. Vegetables
 - iii. Whole grains
 - iv. Water
3. **Hydration** (10-12 minutes)
 - a. Important to body
 - i. Body weight is 75% water
 - b. Important to digestion
 - i. System uses 2 gallons of water to digest and eliminate
 - c. Foods as a source of water – activity
 - d. Suggested snack sample
 - i. Water
 - ii. Celery and sugar snap peas – both high in water content
 - e. Drink 8 cups a day
 - i. Activity levels dictate water needs
 - ii. Water, fruit and 100% fruit juice vs. sports drinks
4. **Review game** (10-12 minutes)



Recommended Reading

- Recommended reading: “Sports Drinks: Who Needs Them?”

California State Standards met by grade

3rd grade:

Life sciences

3. Adaptations in physical structure or behavior may improve an organism’s chance for survival. As a basis for understanding this concept:
 - c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.

4th grade:

2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:
 - a. Students know plants are the primary source of matter and energy entering most food chains.

5th grade

Life sciences

2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept:
 - c. Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.