Coos County Educators,

Thank you for allowing 4-H into your schools and classrooms this year. With your help, the Coos County OSU Extension Service has reached over 3,000 students through Natural Resource and 4-H Youth Development Education Programs. We could not offer these hands on experiences for students if it were not for your cooperation and enthusiasm for teaching.

Thank you

Themes and Celebrations for May and June

May
National Egg Month
National Physical Fitness Month
National Salsa Month
National Strawberry Month
National Nurses Week May 6-12
Mothers Day May 14
Memorial Day May 29

June
National Rose Month
National Dairy Month
National Fruit and Vegetables Month
National Fishing Week June 4-10
National Hug Week June 11-17
Flag Day June 14
Fathers Day June 18

PLANTS ARE ALIVE!

In this lesson the children compare the differences between living and non-living things. They explore what factors determine if something is alive or not alive. They demonstrate that plants are alive by growing new plants from seeds in a growth chamber. The activity shows how plants come from seeds (have babies), grow (change in size), and require water to live. The children record their daily observations by drawing and coloring pictures of the living plants as they grow from seed.

This lesson was taken from the Virginia Cooperative Extension 4-H program Digging Down and Growing Up: A Plant & Soil Curriculum for 5-8 year olds. Available online at http://www.ext.vt.edu/resources/4h/

Full Lesson Plan on Page 3

Look for Activities Inside

4-H’s model for education is experiential learning, so here at Coos Co. Extension, we focus on finding hands on learning experiences for your classrooms. Inside you will find lesson plan ideas and guides to help you bring new life into your classroom, in some cases, literally.

On each activity guide, you will see the LEARN symbol on the top left corner.

Have fun!

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Oregon State University — Coos County Extension
Phone: 572-5263 or 1-800-730-4978 Website: http://extension.oregonstate.edu/coos/
Our favorite part about working with 4-H is the chance for us to visit the local schools and present hands on experiences for students. Below are individual greetings from each of the agents that have had the opportunity to work closely with local schools.

**Farwell from Hannah**

I’ve had a wonderful time filling in as the 4-H agent and Natural Resource Educator. I learned a lot about Coos County 4-H that I’d missed the first time around when I was a 4-Her. I was impressed with the outpouring of support for service projects like the supply drive for hurricane victims and the blankets for the troops. In fact, I enjoyed the experience of being your pretend 4-H agent so much, I will be going back to school in the fall so that I can be a real extension agent.

It has been a pleasure working with all of you and I wish you all the best in the months and years to come.

Hannah Snyder
4-H Youth Development and Natural Resource School Enrichment
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**Ta Ta for now from Tracy**

We are nearing the end of another great school year. I am sure many of you are buzzing trying to finish up lessons and fit in all those fun projects you were hoping to do with your students.

I myself am buzzing. Just as summer is about to begin I will be getting married! It is an exciting and constantly busy time for a bride to be, but I am taking it all in stride. In fact my future husband is a teacher in Myrtle Point, Jonathan Martz.

We are leaving for our honeymoon right as school gets out on June 15 and heading to Italy for 3 weeks. As you can tell, I am very excited! I hope all of you have a great summer. I will see many of you again in September.

Tracy Baune
4-H School Enrichment Educator and Home Horticulture
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**Summer Opportunity for your Students!!**

**Growin’ Yer Grub Summer Day Camp**

**When and Where:** Coquille August 7-11
North Bend August 14-18

**Who:** Youth who have completed the 3rd, 4th, 5th grade.

**Cost:** $35 for the week

Registration due by July 28 for Coquille and August 4 for North Bend

**Call for more information:** 572-5263

The Growin’ Yer Grub summer day camp program is a fun adventure in which you will learn to grow your own food and what to do with it after you have grown it. Activities include cooking, gardening, and plenty of games and summer outdoor activities such as swimming each day at the community pool.
doing the activity
introduction
To start this activity, ask the children to describe something in their neighborhood that they think is alive or not alive. Allow for several examples. Then ask them to describe things they think are not alive. Show several examples. Now ask them to describe things they think are alive or not alive.

Most children will know that living things grow, have babies, move around, eat food, drink water, and breathe air. Hold up the pictures of living and non-living things and ask these questions:

• Does it have babies?     • Does it move?
• Does it drink water?     • Does it grow?
• Does it breathe air?     • Does it eat?

Using these simple questions, the children will distinguish some of the differences between things that are alive and not alive.

Now, holding up the demonstration plant, ask the children to use the same questions to determine if the plant is alive. Do plants eat food and drink water? Breathe air? Have babies? Move around?

Explain that plants do all of these things but it is often hard to see these actions because plants do them so slowly.

Explain to the children that they are going to put together a demonstration to answer three of the questions. They will see if plants grow (Does it grow?) from seeds (Does it have babies?). They will also see if plants need water to live (Does it need water?).

Activity: Bean Babies Growing Up!

First, pass out some lima bean seeds that have been soaked in water overnight. Ask the children to gently split open the seed along the line they see on the outside of the seed. Ask the children to describe what they see inside the seed. They should see a tiny little plant resting inside the seed waiting to grow. A seed is a “plant baby.” Describe how in this activity they will be watching to see if the tiny plant in a seed grows into an adult plant. Remind them that the “baby” plant will grow slowly, and it may take a few weeks to watch this happen.

Show them a pre-constructed growth chamber and point out how the seeds will be planted near the side of the container so that they will be easy to see. After they are planted, the seeds will be watered. Ask the children to tell you why they think that seeds need water to start growing. Remind them that all living things need water to live and grow. Ask the children to predict if the seeds will grow without water. Explain that to demonstrate if plants need water to grow, the seeds in the demonstration growth chamber will not be watered. In two weeks the children will compare these seeds with the seeds growing in their watered growth chambers.

Each child will make his or her own “growth chamber” to observe new plants growing from seeds.

To make a growth chamber:

• Provide each child with the 8- to 10-inch bottom of a pre-cut, 2-litre soda bottle.
• Fill the bottom of the soda bottle with 2 inches of gravel to aid in bottle stability.
• Place 4 bean seeds (2 inches apart) on top of the soil, but next to the side of the bottle. The bean seeds should be seen from the outside of the bottle.
• Cover the seeds with one inch of soil.

• Water the container thoroughly until water is seen draining into the gravel.
• Make a sheath of construction paper that will fit snugly around the bottle (but not so tight that it does not easily slide up-and-down).
• Label the paper sheath with the child’s name and the planting date.
• Surround the bottle with the paper sheath. The child can lift the sheath daily to watch the growth of his or her seeds. Remind them that they must always put the paper sheath back to keep the seeds in the dark.
• Provide each child with a copy of Activity Sheet 1A.

Discuss why the clear bottle must be surrounded by dark paper. Think about where plant roots grow in nature. Is it light or dark under the ground? Explain that a plant’s roots will naturally grow away from the light and into the darkness of the soil. The dark paper sheath fools the roots so that we can watch them grow by the side of the clear bottle.

Ask the children to take the time every day to remove the sheath of paper and observe the growth of the seeds. Using Activity Sheet 1A, ask them to draw a picture of the plants as they grow. Record the changes that occur every day on the calendar. Ask the children to think about these questions as they observe their seeds growing: What part of the seed begins to grow first? How long does it take for the little plant to grow above the soil? What do the first leaves look like? What do the second set of leaves look like?

After two weeks, ask the children to share their projects with the others. Let every child describe how their seeds grew into plants. Compare their plants with the seeds in the demonstration growth chamber that have not been watered. Did the seeds that did not get water grow? Were their predictions correct? Was water important to the plants for their growth? Are plants alive?

Evaluation

After two weeks of watching the beans grow, ask the children if they think that the bean plants are alive. Let every child have a chance to tell you why he or she thinks the plants are alive. Ask these questions:

Did the plants change in size or grow? Did they grow from a baby plant? Did the plants need water to grow? Ask the children compare the similarities between the bean plants and themselves.

This is What You Can Do!

Plants are alive because they grow, have babies, and need water. Just as we respect and care for other living people and animals, we must respect and care for living plants.

Enrichment Activities

Take the children for a walk through the woods, a field, or the schoolyard. Ask them to find examples of things that are alive (or were once alive) and those that are not alive. If possible, make a collection of these items and sort them into shoeboxes labeled “alive or once alive” and “not alive.”

Compare the two sets of items. Ask the questions that you used in this activity to determine if something is alive. Remember that some things such as sticks or dried leaves were once alive and should be placed in the “alive or once alive” box. Use plastic containers to hold any insects that are gathered.

After this project, release any living creatures that may have been collected.
Summer Agriculture Institute for Educators June 25-30, 2006 (Space still available)

Summer Agriculture Institute (referred to as SAI) is a 3 credit, week long, graduate level class for K-12 educators with little or no background in agriculture. The courses will take place June 25th-30th in Corvallis and July 9th – 14th in La Grande. Participants pay $400.00 (covers tuition, room/board, transportation, and educational materials each participant receives) to attend this institute. SAI helps educators use Agriculture as a theme for teaching the Academic Standards (science, math, social studies, English, etc.). Current, factual, scientific information about agriculture is presented and participants are provided with educational materials to incorporate agriculture, as a teaching context, into their curriculum. SAI shows how farmers and ranchers care for the land and the water they use. Teachers learn the procedures for ensuring consumers a safe food source. Find out more information by visiting http://aitc.oregonstate.edu/workshops/sai.htm.

Oregon Forest Institute for Teachers (OFIT) August 8-10, 2006

OFIT provides K-6 educators, with the knowledge, skills, and tools to effectively teach about forest ecology. The program brings natural resource specialists and teachers together to deepen their understanding of the intricate interrelationships of forest ecosystems and human use of natural resources. During the week participants will be engage in “hands-on” interactive learning experiences and practices that they will be able to apply in their teaching situation. Oregon Forest Institute for Teachers (OFIT) is a forest-based teacher education program offered by the Oregon Forestry Education Program at Oregon State University, College of Forestry, in cooperation with the Oregon Forest Resources Institute. This workshop is designed for those who have completed a Project Learning Tree workshop. Engage students in learning, awaken enthusiasm, and stimulate critical and creative thinking by using the forest in your classroom. Meet benchmarks and standards and have fun!

Extend and enhance your Project Learning Tree experience with this is an advanced workshop as you immerse yourself in exploring and learning at Oregon State University’s premier research forest. During the week you will have an opportunity to visit forest sites, interact with natural resource specialists, investigate forest systems, design back home applications, and network with other educators.

Outstanding Opportunity for Educators!

- **Free Workshop** lodging is provided for those traveling more than 60 miles, most meals and registration is provided. You may also choose to commute.
- **Free Classroom Materials** participants receive many useful materials, resources, and posters.
- **PDU’s or Credit available** Professional development units, continuing education credit, undergraduate and graduate credit available

More Information and how to register is available by visiting http://www.cof.orst.edu/ofep/ofit/

Coos County Fair books will soon be available

You can enroll your entire class as a 4-H club and they can enter their class projects in the fair. Fair is not just about exhibiting animals, it is about showing off your interests and skills. Please flip through the fair book and look at the wide range of projects that can be exhibited at the Coos County Fair. Maybe even design a lesson and have the children develop a project to enter this summer. Books can be picked up at the OSU Extension office, Coos Grange Supply, many local banks and other businesses.