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Seeds

NGSS Addressed

K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*

ELA CCSS Addressed

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2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

3.W.8 Recall information from experiences; take brief notes on sources and sort evidence into provided categories.

4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, and categorize information, and provide a list of sources.

5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.



Materials

Variety of seed packets, containers to hold seeds

Preparation

Set up stations with different types of seeds. Set up as many stations as there are types of seeds. Divide the students into as many groups as there are seed stations.

Success Skills

- **Collaboration** with their peers during their investigation and observation of different seed types.
- **Communication** with peers as students discuss the observations of different types of seeds.
- **Critical thinking** in the defense of their opinion about which seed matches each description.



Challenging Question

How can I make sure my seeds grow in the school garden?

Access Prior Knowledge

Review the seed to table cycle with students, using the diagram or bulletin board as a way to remind students of where the class is in the cycle. Also talk about the importance of environment (placement of certain seeds in planning a garden, the type of soil the seeds are in, etc).



Explore

Kindergarten and First Grade Explore

Ask: What is a seed? You could read a book here to get kids thinking about seeds, especially for younger grades. Some good books to use: *Seed, Sprout, Pumpkin Pie, A Fruit is a Suitcase for Seeds*.

- It's also fun to compare a seed to a human baby, talking about how each already contains all of the parts it will have when it is full grown.

Ask: What does a seed need to start growing? It's fun to act these needs out with kids. It's also fun to out what happens when a seed has the right conditions to start growing. You, the teacher, can pretend to be the water and/or sunshine, and have your students grow from a seed to a sprout.

- Have students look at four different types of seeds. Tell them the names of the seeds. Some of the seeds may look familiar to them (sunflower seeds, corn, etc.).
- Have the class identify the seeds and match them correctly.

Kindergarten and First Grade Revision and Reflection

In student response journals, have students draw an example of two types of seeds and label each one. Choose one type of seed to describe in detail. What does it look like? What distinguishes the seed you picked from the other seed you chose to draw today?

Second through Fifth Grade Explore

- Seed match activity: Have five (or whatever number works for you) different types of seeds.
- Put a few of each in a small observation dish. Label each dish with a number from 1 to 5.
- Split the class up into as many groups as there are types of seed.
- Give one dish of seeds to each group. Ask each student to write the numbers 1-5 (or higher if you have more seed types) on a piece of paper.

- On a board or piece of paper in front of the class, list the types of seed.
- Give the class about 3 minutes with each type of seed, and have them write their guess in the space that corresponds with the number on their observation dish.
- Have each group switch the look at another type of seed. Do this until each group has had a chance to observe each seed.
- Do a whole class reveal of the seed types.

Second and Third Grade Revision and Reflection

In student response journals, have students draw an example of each type of seed and label each one. Choose two types of seeds to describe in detail. What does it look like? Compare the two seeds. Describe the similarities.

Fourth and Fifth Grade Revision and Reflection

In student response journals, have students draw an example of each type of seed and label each one. Choose two types of seeds to describe in detail. What does it look like? Compare the two seeds. Describe the similarities. Is there anything about the seed that indicates the type of plant it will become? Describe any observations you might have.

