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# Planting 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.\*



## Materials

Seed in packets, school garden or containers with soil.

## Preparation

Set up containers for planting or take a trip to the school garden to map out a planting space for students to plant seeds.

## Success Skills

- **Collaboration** with their peers as they choose seeds to plant.
- **Communication** with peers as students discuss the observations of different types of seeds and their needs.
- **Critical thinking** in the defense of their opinion about which seeds to plant.



## 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

- Let students know that they will take a trip out into the garden.
- Tell students they are going to be planting seeds today.

**Explain:** Seeds need to be planted in a certain way, to help increase the chance of *germination*. Seed packets give you information that tell you how many to plant in an area, how deep they should be planted, etc. (Teacher should choose a few seeds for students to choose to plant, based on the season and the soil in the garden.)

- Show students the seed choices.
- Make sure every student has the opportunity to plant a seed.

### Kindergarten and First Grade Revision and Reflection

In student response journals, have students state their seed choice and draw what they think their seed will look like when it has sprouted.

### Second Through Fifth Grade Explore

- Let students know that they will take a trip out into the garden.
- Tell students they are going to be planting seeds today.

**Explain:** Seeds need to be planted in a certain way, to help increase the chance of *germination*. Seed packets give you information that tell you how many to plant in an area, how deep they should be planted, etc. (Teacher should choose a 4-5 seeds types for students to choose to plant, based on the season and the soil in the garden.)

- Students will read through the information on the seed packet and make their choice.
- Encourage students to talk with their table about the seed choice they have made.
- Teachers should make sure to plant similar seeds in the same area of the garden.

### Second and Third Grade Revision and Reflection

In student response journals, have students state their seed choice and draw what they think their seed will look like when it has sprouted. Have students explain why they chose their seed. Remind them to use information from the seed packets to support their explanation.

## Fourth and Fifth Grade Revision and Reflection

- In student response journals, have students state their seed choice and draw what they think their seed will look like when it has sprouted. Have students explain why they chose their seed. Remind them to use information from the seed packets to support their explanation.
- Are there seed choices that will not grow? Support your claim with information from the seed packet.

