



# Checking on Our Seeds

Week 2

## 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

**K.W.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**1.W.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**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

Student response journals, pencils, crayons, watering cans

## 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)

**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.



## Explore

### Kindergarten through Fifth Grade Explore

- Students will take a trip out into the garden.

**Explain:** As scientists (and gardeners) we need to check on our plants to see if they are growing. Students will be observing their seed area looking for changes to record in their student response journals.

- In addition, students will need to water their seeds.
- Remind students to take note of other things they may see in the garden that may impact the growth.

### Kindergarten through Fifth Grade Revision and Reflection

In student response journals, students will draw what they saw in their garden trip today. If there is no change (seeds haven't sprouted) they can draw a picture of what they did to help the seeds grow. Students need to record any observations (labeling pictures, etc) as well.

