24 Checking on Our Seeds

Week 4

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.

Math CCSS Addressed

SMP 5 Use appropriate tools strategically.

K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.

1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.

2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

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. Students should bring out measurement tools to begin measuring and documenting growth of plants from week to week.

- 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.