

WHAT IS A SEED?



OBJECTIVES:

- | |
|---|
| <input type="checkbox"/> Students will learn a basic definition of a seed (a home for a baby plant) |
| <input type="checkbox"/> Students will observe the properties of several different types of seeds. |
| <input type="checkbox"/> Students will predict the crop that will grow from their seeds. |

FOCUS:



MATERIALS:

- THE CARROT SEED BY RUTH KRAUSS
- 3-4 DIFFERENT TYPES OF SEEDS (E.G. SNOW PEAS, SUNFLOWER SEEDS, KIDNEY BEANS, CORN, BLACK EYED PEAS, SOYBEANS) SOME DRIED AND SOME SOAKED IN WATER OVERNIGHT SO STUDENTS CAN TAKE THEM APART AND EXPLORE THEM.
- SMALL PAPER PLATES TO DISPLAY THE SEEDS
- GLUE
- “A SEED IS A HOME FOR A BABY PLANT” WORKSHEET

PROCEDURE: PURCHASE A VARIETY OF SEEDS. SOAK SOME SELECTED SEEDS IN WATER OVERNIGHT PRIOR TO GIVING THE LESSON ON THE FOLLOWING DAY.

GUIDED INQUIRY: GATHER STUDENTS INTO A GROUP. SHOW THEM SEVERAL SEEDS. ASK THEM, “WHAT IS A SEED? WHAT DO YOU KNOW ABOUT SEEDS?” ALLOW CHILDREN TIME TO DISCUSS AND SHARE THEIR IDEAS.



STEP 2: TELL CHILDREN THEY WILL NOW HAVE THE CHANCE TO LOOK AT AND TOUCH SOME SEEDS. PRIOR TO DISTRIBUTING SEEDS, INSTRUCT THE CHILDREN TO KEEP THE SEEDS ON THE TABLE AND NOT TO PUT THEM INTO THEIR MOUTHS. (OBSERVE THEM CAREFULLY AS YOUNG CHILDREN LOVE TO PUT THINGS, FOOD OR NOT, INTO THEIR MOUTHS!) ASK THE CHILDREN TO RETURN TO THEIR TABLES OR DESKS TO WORK IN SMALL GROUPS TO LOOK AT, TOUCH, TAKE APART AND TALK ABOUT SEEDS. DISTRIBUTE A COMBINATION OF SOAKED AND DRY SEEDS TO EACH GROUP.



STEP 3: HAVE STUDENTS RECONVENE TO SHARE THEIR SEED OBSERVATIONS. ASK THEM TO DESCRIBE AND COMPARE THE COLOR, SHAPE, TEXTURE AND SIZE OF THEIR SEEDS. ALSO, INVITE FURTHER DISCUSSION ABOUT THE PREVIOUS QUESTIONS, “WHAT IS A SEED?” AND “WHAT DO YOU KNOW ABOUT SEEDS”?



STEP 4: TELL CHILDREN THEY WILL NOW HEAR A STORY ABOUT A BOY WHO PLANTED A SEED. SHOW THEM THE BOOK THE CARROT SEED AND ASK THEM WHAT THEY THINK WILL HAPPEN WHEN THE BOY PLANTS HIS SEED. READ THE STORY AND DISCUSS HIS RESULTS. EXPLAIN THAT A SEED IS A “HOME FOR A BABY PLANT.”



STEP 5: ASK THE CHILDREN TO GO BACK TO THEIR TABLES TO OBSERVE THE SEEDS ONCE AGAIN AND TO PREDICT WHAT THEIR SEEDS WILL BECOME. RECORD THEIR IDEAS ON CHART PAPER. TELL THE STUDENTS THAT THEY WILL HAVE A CHANCE TO SEE IF THEIR PREDICTIONS ARE CORRECT AT A LATER DATE WHEN THE SEEDS ARE GROWN IN THE EARTHBOX. HANG THE CHART PAPER IN THE CLASSROOM AND REFER TO IT WHEN THE SEEDS TURN TO SEEDLINGS AND PLANTS IN THE EARTHBOX.



STEP 6: STUDENTS USE DRIED SEEDS TO CREATE A PICTURE ON THE ATTACHED WORKSHEET, “A SEED IS A HOME FOR A BABY PLANT.” MOUNT THE FINISHED PROJECT ON COLORED PAPER OR CARDSTOCK AND HANG AROUND THE CLASSROOM.

EXTENSION: SEND HOME A NOTE TO THE PARENTS TO TALK TO THEIR CHILDREN ABOUT THEIR EXPERIENCES PLANTING AND GROWING FROM SEED. HAVE THE CHILDREN SHARE THEIR FAMILIAL CONVERSATIONS WITH EACH OTHER.

_____ 's Seeds

A Seed is a Home for a Baby Plant