

It All Starts With a Seed!

GENERAL INFORMATION

THEME

Seeds are an important part of a plant and help the plant reproduce.

SUB THEMES

- 1) Seeds have unique shapes, sizes, and textures to help them do their job.
- 2) Seeds have some basic needs that have to be met for them to grow.
- 3) Seeds are not only important for the plant, but also for anyone that likes to eat.

VOCABULARY

Nutrients, germinate, seed coat, seedling, roots, stem, leaves, flowers, seed, sunlight

ACTIVITY MATERIALS

Seed samples, “Scavenger Hunt” sheets, clipboards, pencils, potting soil, seeds, water, peat pots

METHODS

INTRODUCTION

Introduce yourself and state the title of the activity. Preview the main points of the activity and give the students an idea of what they will be doing. Conversationally state the theme and sub themes. Ask: **Can someone tell me what a seed is and from where does it come?** Explain that a seed is a young plant called the ‘embryo’ surrounded by food and covered in a protective shell. It comes from the female part of a plant, such as a flower or cone. Show the seed examples and pass it around so that the students can feel it. Ask: **If all these seeds came from plants, why do they look so different** (they look different because they come from different types of plants that live in different places)? See if you can get the students to guess where each seed came from (tree, grass, etc.). Now instruct the students to feel the seeds. Ask: **Are they hard, soft, smooth, rough, big, small, etc.? What do you think these different things mean?** Explain that if a nut is hard on the outside, it may mean that it falls from something high like a tree. If it is soft, it may not have very far to travel. If it is light, that may be helpful for it to float on the wind. If it is rough, that may be helpful for it to stick to animal fur. These are adaptations that help the seed survive.

Teacher’s Corner

Grade Level(s)

1st and 2nd

Grade Level Expectations

GLE 0107 and GLE 0207

-Inq.1: Observe the world of familiar objects using the senses and tools.

GLE 0107

-1.2: Use tools to examine major body parts and plant structures.

-3.1: Recognize that plants and animals are living things that grow and change over time.

GLE 0207

-1.1: Recognize that plants and animals are made up of smaller parts and use food, water, and air to survive.

-2.1: Investigate the habitats of different kinds of local plants and animals.

-2.2: Investigate living things found in different places.

-5.1: Investigate the relationship between an animal’s characteristics and the features of the environment where it lives.

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ACTIVITY

Distribute the “Scavenger Hunt” sheets among the students. As a group, explore the long grass habitat and then the wooded habitat. The students will search for seeds to see how many different types of seeds they can find. They will also learn how to identify seeds belonging to the different ecosystems. Ask students to not collect seeds for this activity but to draw what they find on the “Scavenger Hunt” sheet if it is not already there. After 20-30 minutes of searching, gather as a group again and form a seated circle. Go over the “Scavenger Hunt” sheet as a group and have students stand or raise their hands to indicate which seeds they found. Ask: **Does anyone here have a garden at home? Did you know that your garden began with little seeds like these? What do all seeds need to germinate or start to grow** (water, sun, and nutrients)? Ask: **What happens to the seed as it starts to grow?** Have the students stand up and explain that first the roots grow down, like their legs. Have them stretch and wiggle their legs. Next, say that a stem grows up, like their arms. Have them stretch and wiggle their arms. Now they are a seedling, or baby plant.

Tell students that they are going to plant some seeds to bring back to their classroom. They will be able to watch the seeds grow into a plant. Help the students to prepare three peat pots for planting. Break the group up into three smaller groups and assign tasks, such as potting soil, placing the seed, and watering the plant. Explain that it is important to keep the seed watered and in the sun.

DISCUSSION

Review the following points: Why are seeds important? Why don't all seeds look the same? What types of seeds did you find in the grassy area? What types were in the forest? Why are these seeds different from each other? What do seeds need in order to germinate? What do you need to do in the classroom to make sure that your seed grows into a plant?

WRAP-UP

Let the group know that the activity is coming to an end. Conversationally review the theme and sub themes. Collect the “Scavenger Hunt” sheets. Give the teachers any of the materials that the students are able to take home with them.

BRINGING IT TO THE CLASSROOM

As the plants grow, have students identify the different parts of the plant and identify what each part does (stem, leaves, roots, etc.). They can use rulers to measure the plant growth and record their findings. Relate the basic needs of the plant to the basic needs of humans. Ask the students: **What do the plants need every day to survive?** Explain that these are the basic needs of all animals too.

ACKNOWLEDGEMENTS

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