



Seed Collecting

Lesson

Goals

Students' understanding of the connection between healthy bodies and healthy gardens will be reinforced through a fall activity of seed collecting in the garden.

Objectives

Students will discuss how a healthy plant will make seeds and that seeds help plants continue the life cycle. Students will then collect seeds, describe seeds and identify seeds to package up for spring planting.

Colorado Academic Standards

Science: Life Science

- GR.2-S.2-GLE.1
- GR.2-S.2-GLE.2
- GR.3-S.2-GLE.1
- GR.4-S.2-GLE.1
- GR.4-S.2-GLE.3
- GR.5-S.2-GLE.1

Did you know?

If you grew 100 apple trees from the seeds of one tree, they would all be different.

Total Time: 60 – 80 minutes

Materials

- Egg cartons (one for each pair of students)
- Small paper and plastic bags
- Mailing labels
- Crayons or markers
- Healthy snack
- Journals

Method

Introduction (10 minutes)

1. Ask the class how healthy bodies and healthy gardens are connected (as we care for the garden, it produces healthy plants that provide healthy food for our bodies).
2. Draw a new connection for the students to see that we can live long lives by staying healthy. Ask the class how plants and a garden can stay alive after the winter. Discuss how most garden plants are annuals and only live one season, and if they are healthy, they create seeds. They then spread their seeds in order for new plants to continue the life cycle.

Activity (20-40 minutes)

1. Tell the students that they are about to embark on a search for one of nature's wonders—seeds.
2. Divide the class into pairs and give each pair an egg carton, where they can put their collected

seeds. Explain that their mission is to fill each of the 12 compartments with a different type of seed.

3. Head to the garden or a field in search of seeds. Give the class enough time to find a variety of seeds.
4. When you get back to the class have the students share their biggest, smallest and favorite seeds. Ask the students to also try to identify the seeds they collected.
5. If any of the seeds are the ones the students want to plant in the spring, have them place the seeds in paper bags if they are moist, or in plastic bags if they are dry.
6. Label the bags. For paper bags use crayons or markers. For plastic bags use mailing sticker labels. If there is enough time, have the students decorate the labels.
7. Store the seeds in a cool (room temperature) dark place (a drawer). Properly stored seeds can then be planted in the proper growing season to extend the concept of seed to seed.

Snack & Conclusion (15 minutes)

1. Have the students write in their journals about the seeds they found and how they found them. You may want to have the students draw their favorite seed and write why it is their favorite.
2. Have a healthy snack. Discuss the seeds of the snack and talk about how these seeds are sometimes planted to produce new trees or vegetables.

Assessment Tools

- Journals
- Seed collection

Suggested Products

- For the snack consider having fruit such as apples, pears, peaches, etc, where the seeds are noticeable. Or you may want to have a seed-based snack, such as peas, sunflower seeds, pumpkin seeds, corn, beans, etc.

Source

Parrella, Deborah, and Cat Bowman Smith. *Project Seasons: Hands-on Activities for Discovering the Wonders of the World*. Shelburne, VT: Shelburne Farms, 1995.

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