

Lesson Plan Template

Topic: Seeds and Plant Life

NSES: Content Standard C – Life Science K-4

SOL: 1.4 The student will investigate and understand that plants have life needs and functional parts and can be classified according to certain characteristics.

Daily Question: What are seeds?

What are similarities and differences between different seeds?

Date: March 18, 2007

Grade Level: First Grade

Subject: Life Processes

Procedures for Learning Experience	Guiding Questions	Materials Needed	Evaluation (Assessment)	Approximate Time Needed
<p>Engagement:</p> <p>The teacher gathers the class into a group and holds out a container full of different types of seeds (edible and non-edible). She asks a few questions to gauge the knowledge of the class prior to the activity.</p>	<p>“What do I have in the container?”</p> <p>“What do you notice about the objects?”</p>	<ul style="list-style-type: none"> • Plastic container • Assorted types of seeds (enough to give each student a small cupful) 	<p>Evaluation of students’ prior knowledge of seeds based on answers to questions.</p>	<p>5 Minutes</p>
<p>Exploration:</p> <p>The students are each given a small cup of seeds to sort and classify based on colors, size, and shapes. The students will use a sheet of paper that is made into a graph to sort the different seeds. Students can draw, glue, or tape their seeds into place for each category on the graph axis. The students will then use crayons to color in the boxes and form a bar graph for their collection of seeds.</p>	<p>“What differences do you see between the seeds?”</p> <p>“In what ways are some seeds similar to other categories?”</p>	<ul style="list-style-type: none"> • Small cups • Seeds • Hand-out table for seed sorting • Crayons 	<p>The table of sorted seeds will show the students’ ability to classify seeds.</p>	<p>20 Minutes</p>
<p>Explanation:</p> <p>Next the class will share their sorted seeds to show the differences they found. Create a class graph based on regroupings. The</p>	<p>“How can we be sure an object is a seed?”</p> <p>“Where are</p>	<ul style="list-style-type: none"> • Lima bean soaked in water so that the seed coat can be slipped off and the 	<p>Student participation in discussion and the completed tables of seeds.</p>	<p>20 Minutes</p>

<p>teacher then provides feedback and information on seeds. The teacher will share with the students the idea that the seeds are all beginnings of plants and allow plants to reproduce. The teacher will also reinforce the idea that varying physical characteristics of seeds enable different transportation methods. The students will also talk about plants and seeds that are edible.</p>	<p>seeds found?” “What are some examples of seeds we eat?”</p>	<p>seed can be broken in half to show the origin of a plant</p>		
<p>Extension: The students will use magazine pictures and clip art of different plants and seeds to create lists of plants that can and can not be eaten. The students will work in pairs to find a few examples for each category. Another extension would be to have students use any leftover seeds to create a mosaic picture of the plant it becomes.</p>	<p>“How do you know?”</p>	<ul style="list-style-type: none"> • Pictures of plants and seeds • Glue and Paper 	<p>Group work and paper with magazine pictures and mosaics will provide feedback for the teacher.</p>	<p>25 Minutes (*possibly for another day of class)</p>

Notes:

This lesson would fit into a series of lessons focused on plant investigations which fulfill SOL 1.4. This lesson focuses on seeds and their characteristics. Other lessons within the series would involve seed germination and plant part investigations.

Safety Note – be aware of food allergies when working with seeds and plants. Students with allergies to nuts should not be put at risk with activities involving any sort of seeds processed near products that could cause reactions. Also, be sure that students do not eat/taste the seeds that are used in the activity.

This lesson was adapted from the Science Enhanced Scope and Sequence for Grade 1 and from Utah Curriculum Resources at <http://www.uen.org/Lessonplan/LPview?grade=1>.

Names: _____

Directions: categorize and glue seed and plant pictures from magazines, advertisements, and clip art with a partner.

We Eat	We Do Not Eat