

# My Little Seed House

## Grade Level(s)

1<sup>st</sup> grade

## Estimated Time

30 minutes

## Purpose

Students observe the growth and development of seeds and explore what conditions are necessary for seeds to germinate.

## Materials

### ▪Links:

-Website with virtual resources: [www.linncoag.com](http://www.linncoag.com) -2020/21 virtual learning drop down tab- March

-Book link is available on our website: The Tiny Seed  
<https://drive.google.com/drive/folders/1g5ePEdinNGNJvBLkqL9LcUwZFGMbTRHr?usp=sharing>

-Instructional video: [Seed House - YouTube](#)

### ▪Worksheets:

-Seed House Template

-The Tiny Seed Review

### ▪Other:

-Moist cotton balls or paper towel

-Ziplock bag

-Stapler

-Scissors

-Seeds (chickpeas, soybeans, or corn)

## Vocabulary

**Germination:** when a seed begins to grow

## Interest Approach – Engagement

1. Ask the students if they can think of any foods that come from plants. Allow students to list several.

2. Next ask, "Where do the plants we eat come from?" Explain that many of them begin as seeds planted on farms.
3. Ask, "What does a seed need to grow?" Inform students that they will be learning more about the answer to this question today.

### **Background - Agricultural Connections**

A seed is the start of a new plant. Seeds are covered in a seed coat that keeps the tiny leaves and roots inside safe from harm. A seed contains food for the new plant to use until it grows big enough to reach sunlight and the plant can make its own food. A seed's **germination** is dependent upon moisture, temperature, and light. Many of the foods we eat come from plants, and most of these plants start out as seeds. Farmers plant seeds to grow everything from the tomatoes that are made into spaghetti sauce to the wheat that is made into bread to the watermelon that you eat at a picnic. A seed can be both the start of a new plant and the start of a new meal!

### **Procedures**

1. Read *The Tiny Seed* by Eric Carle with the students. Ask the students to recall what the tiny seed needed to survive and grow into a giant flower. What conditions do seeds need to germinate and grow? Discuss the connection between planting seeds and growing food.
2. Watch the instructional video
3. Tell the students that they will be making seed houses to grow seeds in. Show them a completed model seed house.
4. Hand out the *Seed House* activity sheets, Ziploc bags, and cotton balls.
5. Instruct the students to color and cut out the frames of their seed houses.
6. Next, they should moisten the cotton balls with water, place them in the plastic bag, and place the seeds on the cotton balls.
7. Close the bag and staple it onto the frame of the seed house.
  - o Note: The seeds should be showing on the front of the house.

### **Organization Affiliation**

Vanae Morris, Lynn Wallin and National Ag in the Classroom

### **Agriculture Literacy Outcomes**

- Explain how farmers work with the lifecycle of plants and animals (planting/breeding) to harvest a crop (T2.K-2.a)

### **Iowa/ Common Core Standards**

1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants use their external parts to help them survive, grow, and meet their needs.

1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.