



Science

MY LITTLE SEED HOUSE

Grade Level

K-4

Length of Lesson

45 minutes

Objective

By the end of this lesson, students will have a better understanding of the process of seed germination.

Materials Needed

- [The Tiny Seed](#) by Eric Carle
- Soybeans or other large seeds
- Resealable baggies
- Cotton balls
- Scissors
- Staplers
- Spray bottle(s) with water
- Coloring utensils
- Copies of seed house template

Standards

Common Core

CCSS.ELA-Literacy.CCRA.R.1

NGSS

K-LS1-1; 2-LS2-1

Lesson Summary

This lesson is designed to give students a hands-on activity that shows how seeds germinate. Students will create their very own “seed house” which allows them to observe the process of seed germination!

*Activity adapted from [National Ag in the Classroom](#)

Suggested Sequence of Events:

1. Read through the IAITC Soybean Ag Mag to learn more about soybeans! Interactive online versions can be found on our website.
2. Pre-activity Engagement:
 - Ask your students if they can name any foods that come from plants and list them on the board.
 - Then ask them where those plants come from. If they start as seeds, what do those seeds need to start growing? Again, list their ideas on the board.
3. Complete the activity following the procedures:
 - Read *The Tiny Seed* by Eric Carle as a whole class to snag student interest and introduce them to seed growth. When you’re done, ask your students what the tiny seed needed to grow into a giant flower! Compare what they learned from the story to their original ideas listed on the board.
 - Give each student a copy of the seed house template and have them color their house and then carefully cut out around the house and cut out the square in the middle.
 - While they are coloring and cutting, hand out the rest of the supplies. Each student should get several soybeans (or other large seeds), a resealable baggie, and 5-6 cotton balls.
 - Use the spray bottle to moisten their cotton balls.
 - Have them place the cotton balls in the baggie and then the seeds on top of the cotton balls.
 - Close the baggie and staple it to the back of the seed house.
4. Whole class discussion and reflection of activity.
 - Talk about the connection between planting seeds and growing food.

TEACHER RESOURCES

Extension Ideas:

- Have students recall from Eric Carle's *The Tiny Seed* book what helped the seed grow and what hurt the seed. Can they think of anything else that could be helpful or harmful? Why is this an important thing for farmers to know?
- Have students record their observations every few days, either through pictures or measuring growth with a ruler.
- Cover a seed house with black paper and once other roots start sprouting, check if the seeds under the black paper also started sprouting. Do seeds need sun to germinate? (Compare to how the sun is out in the winter but we can't grow plants because it's too cold.)
- Once the seeds start germinating, remove the seeds from the seed house and plant them either in little pots with soil or outside in a designated area.
- Read [Seed, Soil, Sun: Earth's Recipe for Food](#) by Cris Peterson to dig deeper into plant life cycle, growth, and harvest. Look at the pictures and have students analyze the images.
- Introduce the process of photosynthesis and how plants get their food!
- Watch a time lapse video of seeds growing.
- Talk about all the types of plants that grow from seeds. What do we use those plants for?
- Go to agintheclassroom.org to contact your County Literacy Coordinator for free classroom sets of our Ag Mags!



Picture from NAITC original lesson.



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SEED HOUSE TEMPLATE

MY LITTLE SEED HOUSE

NAME _____ DATE PLANTED _____

