

Seeds Part 1: Make Your Own Seed Packet

Grade Level	2nd
Setting	Indoor
Subject Area	Science, Language Arts, Art, Gardening
Description	Students learn what a seed packet is and why it is used. They choose a plant to focus on and answer questions, make predictions, draw pictures, and design their own seed packet for that plant. They also learn what a variety is, and practice imagining their own varieties for that plant.
Objective	Students will understand that plants come from seeds and that every plant grows differently. Students will understand why we have seed packets and what kind of information goes on a seed packet. Students will be able to use their creativity to create their own seed packet including a fictitious plant variety and business name.
Overarching Question	How do plants grow?
Key Question	How do businesses communicate to customers how to plant their seeds?
Key Words	Seed, root, stem, leaves, sprout, variety, business, logo
Estimated Prep Time	10 min.
Teaching Time	45 min.
Materials	<ul style="list-style-type: none">● Various seed packets as examples● Seed catalog for inspiration for fun variety names (Seed Savers Exchange makes a beautiful catalog that they will ship to you for free: http://www.seedsavers.org/Catalog.html)● Seeds of the following plants for students to observe and draw:<ul style="list-style-type: none">○ bean○ corn○ radish○ spinach○ squash● Printouts of the double-sided worksheet for each student● Printouts of the plant chart to share in partners
Preparation	Arrange seeds in small containers so they can easily be placed on students' desks. Draw an example picture of a seed packet. Examples of things to include: a picture of the seed, a picture of the plant when it is ready to harvest, a nice background, a business name and logo, the variety name, a border.
Teacher Background	Every plant comes from a seed. A bean is a seed that will grow into a bean plant. Most seeds sprout in 7-14 days, so the drawing that students make of

their plant in 14 days should be a very small sprout with roots, stem, and leaf. Every plant has a different amount of days until it is ready to harvest (ready to eat), found on the chart. Students should find this number and enter into the third box, and make a prediction of their plant when it is ready to harvest. Seed packets will often have a picture of the plant when it is ready to harvest, or you can find some online.

Seed packets include a logo, business name, plant name, variety name, and what time of year to plant the seed. Varieties can be a tough concept for 2nd graders, but if they have seen different color apples, those are different varieties.

Class Discussion

Are all plants the same? How are they different? (*size, shape, color, how they taste, where they are grown, what time of year you can grow them*). What is a variety? Has anyone seen a different variety of plant before? (*granny smith vs. honey crisp apple, for example*). Variety names sometimes tell you where a plant is from (New Zealand Spinach), what it looks like (Red Russian Kale), how it tastes (Honey Crisp Apple), or it might be named after a person, thing, or other attribute (Abraham Lincoln Tomato or Mortgage Lifter Tomato). If a business wants to tell someone about what kind of seed they are selling, how could they do that? All of this information can be found on a seed packet.

Procedure

Part One: Getting to Know Your plant

1. Guide students through reading the chart and practice finding the month each plant is planted, and the number of days until harvest (until it is ready to eat)
2. Fill out an example "Getting to Know Your Plant" chart as a class, drawing a picture of the seed in the first box, a sprout with an underground view in the second box, and a full-grown plant that is ready to harvest in the third box. Find the number of days until the plant is ready to eat on the chart to fill in the blank in question #3.
3. Ask students to choose a plant they want to focus on, then pass out seeds for their chosen plant so they can observe and draw the seed and answer the other questions.

Part Two: Make Your Own Seed Packet

1. Flip through a seed catalog for inspiration of different variety names of plants. Try covering up the name of a vegetable and ask for suggestions for variety names.
2. Fill out an example Seed Packet, with an imagined business name and variety name, and finding the month to plant the vegetable using the chart. Show students your own drawing as an example.
3. Students can then create their own seed packets.

Suggested Harvest of the Month Food Pairing

flexible: for whatever food it is, bring in different varieties of the food to help students understand the term "variety". Plants featured in the lesson:

- Squash (November)
- Dry Beans (March)
- Radishes (May)

Source

Lianna Bowman and Meghan McDermott



Name: _____











Seeds Part 1: Make Your Own Seed Packet

Part One: Getting to Know Your Plant

	<p>1. This is a picture of my seed today. It is a _____ seed and it will grow into a _____ plant.</p>
	<p>2. This is a picture of my seed in 14 days. My seed sprouted and now it is a plant that has roots, a stem, and _____.</p>
	<p>3. This is a picture of my plant in _____ days. Now it is ready to eat!</p>

Part Two: Make Your Own Seed Packet

Business Name:	
Plant:	
Variety:	
When to plant:	

Type of Plant	Picture of Plant	Picture of Seed	When do you plant it?	How many days until it is ready to eat?
Bean			June	55
Corn			June	75
Radish			April	30
Spinach			May	50
Squash			June	100