



# Seed Scavenger Hunt



Teacher: T Larson

Grade Level(s): K-2

Length of Lesson: 1 hour

<b>Next Generation Science Standards:</b>	K1.L1U1.6; 1.L3U1.9
<b>Enduring Understandings:</b>	All seeds are different shape, colors, and textures and are the foundations for the various functions of a plant
<b>Content Objective:</b>	Students will be able to identify, characterize, and sort seeds based on similarities and differences.

Vocabulary	Materials
Seeds Flowers Plants Seed coat Food source/cotyledon Baby plant/ Embryo Seed pod	<a href="#">Scavenger hunt cards</a> Bag or egg carton Magnifying glass (find out how to make one <a href="#">here</a> ) Marker Water Tweezers Peanuts, Lima Bean, or Fava bean (soak overnight)

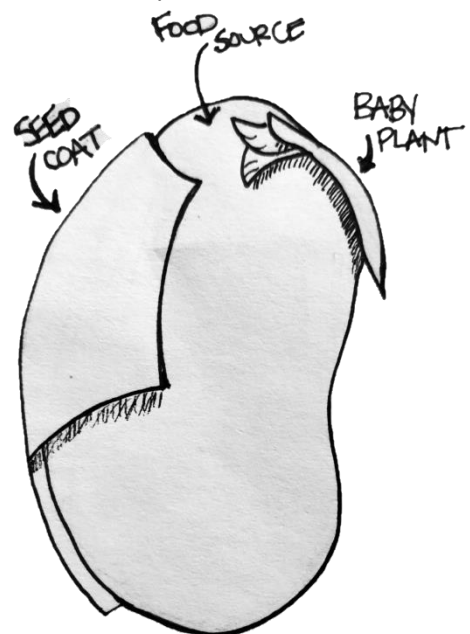
Seasonality: All year depending on seeds				
Monsoon July-Sept.	Autumn Oct.-Nov.	Winter Dec.-Feb.	Spring Mar.-Apr.	Dry Summer May-June

**Engage:** Have you ever noticed seeds inside an apple when you eat it? What are they for? Draw a picture of what a seed looks like!

**Explore:** Provide seeds for examination, peanuts are a great way to visualize the internal structures of a seed. Have them draw or trace the seed or use the [magnifying glass](#) to view it. Ask some or all of the following questions:

- What do you think the seed is for?
- What different parts can you see?
- Where do you find seeds?

Using the [scavenger hunt cards](#), go out into your backyard, school yard, local soccer fields and desert patches. Collect any and all seeds and seed pod you encounter and place in the compartments of your egg carton. Once it is full head back inside to examine your seeds more closely



**Explain:** Direct the child's attention to the seed coat. Ask them why they believe the seed would need a coat? Have you seen something like this before somewhere else? What do we use coats for? What happens if we remove it? Do all seeds have seed coats? Are all the coats the same? What evidence can we look for to prove our ideas? Allow the child time to explore the seed coat.

Examine the cotyledon with the child. What does it do for the seed? How do you know? How can you test this idea? How big is it compared to the rest of the seed? What color is it? Do all the seeds have a cotyledon? Are they all the same size? Why are some bigger than others? Allow the child time to explore the cotyledon of the seeds

Try to locate the embryo of the seed. Ask the child what the embryo looks like? (usually can see a "baby plant") Can you find this on every seed? Is it all the same size and shape? Is there only one embryo or many? What does the embryo do for the seed? What evidence can we find for this? How can we test your ideas? Allow child time to explore embryos and test their ideas

Explain to the child that a seed is a baby plant and the food it needs to grow up into a big plant! The **embryo** is the baby snuggled up safe inside the seed ready to grow its first leaves to start making its own food, but before it can, it gets its food from the **cotyledon**! The cotyledon is the sugary snack that the mommy makes for the embryo so that it can grow big enough to get sunlight! Finally, the mommy plant wraps everything up in a safe package called the **seed coat**! The seed coat keeps the whole seed safe from the outside world and from drying up completely in the sun.

To help better understand the seed's purpose read the book "[A Seed is Sleepy](#)" by Dianna Hutts Aston and Sylvia Long

**Elaborate:** Once you have found and examined various seeds, have the child expand on their ideas and knowledge by sorting the seeds by their characteristics. Ask the following questions: What things are the same about the seeds? What are different? Why are they different? Why is one bigger than the other?

If you have time and want to explore more literary activities visit the CSGP Curriculum Tab for our [Garden Literacy Program](#), which contains books and activities around the concepts of seeds.

**Evaluate:** Find a few new seeds in your pantry. Have your child go through the seeds and ask them to sort them. Point to the different parts of the seed and ask them what they are and what they do for the seed? Ask them what would happen if you removed parts of the seed? How can you test that idea?