

Title: Traveling Seeds

Audience: K-1

Duration: 45 min.

Objectives:

The students will listen to the story of the Tiny Seed by Eric Carle

The students will understand different ways that seeds can travel

The students will create a page for the class big book titled,
Traveling Seeds

Process Skills:

Investigation of various types of seeds and how they travel

Describing in your own words how your seed is traveling

Standards:

Environmental Health

4.3 A Know that plants, animals, and humans are dependent
on air and water

4.3C Understand that the elements of natural systems are
interdependent

Reading

RA.1 Understand fiction appropriate to grade level

Materials:

Felt board and felt cutouts of wind, water, animal(dog), & person

Various seeds with velcro attached /some without velcro

Tiny Seed book by Eric Carle

Front cover for big book Traveling Seeds

Individual pages for students for big book

Anticipatory Set:

I am going to read you a story called The Tiny Seed, but before I do who can tell me what seeds can grow into? (responses) Does anybody know where the seed itself comes from? (responses) Well after we read our story we will discover that seeds can actually move from one place to another in many different ways.

Procedures:

1. As we read in our story many seeds come right from the plants they produce. But how do think these seeds get from the plant to the soil again? (predictions)

2. Let's look at our felt board for some help. First we have the wind. How do you think the wind could help a seed travel? Yes, by blowing it. Here are some samples of seeds that travel by the wind (dandelions, milkweed, Norway maples or Twirly Gigs). These seeds act like parachutes and catch the wind to travel. Have a student go up and pick one of the wind traveling seeds to velcro on to the wind.

3. Second we have water. Water lilies are plants that grow in the water, lose their seeds, which float and then begin to grow into another water lily. The water can carry any seeds that get into it and float them to a new location. Have student velcro a water lily or seed onto the water.

4. Third we have animals. Animals such as dogs and squirrels can scatter seeds with even knowing it. Seeds that have hooks or stickers can attach themselves to animals. Cocklebur and Queen Anne's lace are two examples. Have student Velcro a seed to the dog. Another way that animals can scatter seeds is by eating plants that contain seeds and then scattering them when they go to the bathroom. This is called scat. The plants/seeds taste yummy to the animals so they eat them. Their scat actually helps to fertilize the seed so that it can start to grow again.

5. Finally we have people. How do we make seeds travel? (responses) Yes, usually by digging in the soil and planting them with our hands in different spots. Who can name some of the seeds that we make travel? (responses) Have a student go up and velcro a pumpkin seed and a bean seed to the person.

6. Now that we have discovered different ways that seeds can travel, we are going to create a class big book for us to read at any time and help us to remember what learned. Over on the table I have laid out all kinds of seeds. When your group is called you may go over and pick one or two seeds. Our job is to take one sheet of big book paper, glue your seed onto the top half of it and create one sentence on the bottom lined part describing how that seed is traveling. When you are done writing, you may form a picture around that seed that goes along with the sentence you wrote.

Evaluation:

The students would gather around in a circle and share their big book pages with each other. Various worksheets could be used. At the end of our plants and seeds unit, the children would be assessed on what they learned and one of the questions would be name or draw a picture of one way a seed can travel.