



# TEACHING EACH OTHER

## HOW TO PLANT SEEDS

Garden

EST. TIME 45 minutes SEASON spring 

GRADE 6 | LESSON #16

### ? ESSENTIAL QUESTION(S)

- How can information about growing a garden be found?
- How can information about growing a garden be shared?

### MATERIALS

- A Seed is Sleepy* by Dianna Aston
- Seed packets for 4 different seasonal crops that can be direct sowed
- Trowels (1 for every student)

### Abc VOCABULARY

- Seasonal
- Direct seed

### ASSESSMENT

- Observational checklist



Use the lesson template to create your own and share with us!

### PREPARATION (15 MINUTES)

To prepare for this lesson, gather materials and read *A Seed is Sleepy* by Dianna Aston to develop comprehension questions for read aloud. Also, ensure there are 4 garden beds prepared for planting.

### TEACHER BACKGROUND

Seed packets often include a picture, a written description (including common and scientific names, plant height, days to harvest, etc.), and planting directions (with recommendations on when to plant along with planting depth, spacing, sun requirements, and basic directions for care of the plant).

### LESSON DESCRIPTION

In this lesson, students will work in 4 teams to gain information from a seed packet about planting a specific seasonal crop. Then students will be divided into new groups and rotate around the 4 garden beds to plant the 4 seasonal crops. Each student will have the opportunity to be the teacher and the student.

### LEARNING OBJECTIVES

#### Content Learning Objectives

**P.6.1** Interpret directions on seed packets.

#### Life Skills Learning Objectives

**PLS.2** Students are able to express empathy and caring for themselves, others, and the environment.

### ACADEMIC STANDARD CONNECTIONS

**NGSS.6.LS.2.A** Interdependent Relationships in Ecosystems

**CCSS.ELA-LITERACY.SL.6.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.


CULTIVATE CURIOSITY (10 MINUTES) *engage*

1. Read *A Seed is Sleepy*. As the story is read, have students access their prior knowledge and describe why seeds fit each of the adjectives the book presents.

ROOT AROUND (5 MINUTES) *explore*

1. Divide students into 4 teams of up to 8 students (same teams as **Lesson #15: Preparing a Bed for Planting**).
2. Provide each team with seed packets for something **seasonal** to **direct seed** in the garden (such as beans, carrots, beets, sunflowers, or greens). Explain that “direct seeding” means planting seeds directly into the ground, as opposed to planting them in containers. The seed packet will indicate if the seeds inside are for direct seeding or sowing in containers.
3. Instruct each team to work together to read their seed packet, focusing on planting depth and spacing. Have them prepare to lead other students in the class on how to plant their seeds in the beds that were prepared in the prior lesson.

GROW UNDERSTANDING (30 MINUTES) *explain*

1. Divide students into a new configuration of 4 groups, with 2 students from each original team. This can be done by having students in each team count off 1-2-3-4, then grouping students by their numbers.
2. Rotate the new groups through the 4 planting areas. At each bed, the team members who learned about that seed will explain (team-teach) to the rest of the group how to plant their seeds.
3.  Students will work together to plant each bed, then move to the next bed, until they have rotated through all 4 beds, planted 4 sets of seeds, and all students have helped lead their group. Use the observational checklist while students are working to assess development of Personal and Community Life Skills.
4. Have students note on the class-wide calendar together what was planted on today’s date.

OBSERVE THE FRUITS (EMBEDDED ABOVE) *elaborate*

Throughout each group’s rotations to each bed described above, 2 students will be “explaining” how to plant that specific seed according to the seed packet, while the rest of the students will be “elaborating” on their understanding of how to plant seeds using information from a seed packet.



See “Teaching Strategies” in the Appendix section for information on how to lead Think-Pair-Share

### REFLECT (5 MINUTES) *evaluate*

1. Recognize specific students’ behaviors that aligned with being the best for themselves, their communities, and their environment. Specifically, ask students to reflect on how they were able to show empathy for each other and the environment.
2. Invite students to think-pair-share about their experience today—not only about what they learned about growing seeds, but also, how they gained the information they needed to grow seeds and what strategies they used to share that information. Encourage students to consider what they observed in the roles of both the teacher and the student of 3 other groups of teachers.
3. Review the value of finding information and being equipped with methods to share information with the intention of advocacy for small-scale gardens. Discuss with students the benefits of having small-scale gardens in the community. Brainstorm opportunities to practice these skills in the community.

### ADAPTING FOR INDOORS

In the case of inclement weather, the Cultivate Curiosity, Root Around, and Reflect sections of this lesson could occur inside the classroom. The Grow Understanding and Observe the Fruits sections should take place in the garden area on the next garden day that the weather allows.

### CONNECTIONS TO KITCHEN LESSONS

Plant crops in this lesson that will be useful in the fall of Grade 7, such as herbs to include in **Grade 7 Kitchen Lesson #2: Making Preserves.**

### POSSIBLE EXTENSIONS

**Community:** Organize a garden workday at another community garden or at another school garden to teach a group of volunteers (or students) to plant in the same way.

### ADDITIONAL RESOURCES

- Sowing Seeds in the Ground  
<http://www.sunset.com/garden/garden-basics/sowing-seeds>
- *The Magic School Bus Plants Seeds* by Joanna Cole and Bruce Degen
- *Plants* by DK Publishing
- *Seeds* by Susan H Gray