

## Purpose & SOL

- Students will use plant material from the garden to harvest and preserve seeds for next season
- Math K.11 (b), 1.1(b), 1.4(a,b)
- Science K.1(k), K.9 (b), 1.4(a,b,c), 1.8. 2.1 (g), 2.4 (b), 2.7 (a), 3.4 (a, b), 3.8 (c) 3.10 (a-d), 4.1 (a), 4.4(a, b, d), 4.5(a), 5.5 (c)

## Materials

- Dried Basil Flowers, Lettuce Flowers for activity
- Tomato / Pepper/ Swiss Chard Seeds and Beans as example seeds (optional)
- Life cycle of a plant diagram
- Small Containers or Jars
- Markers

## Engage

- What is the life cycle of a plant?
- Why are seeds important?
- How do seeds germinate?
- Why is it important to know how to harvest and prepare seeds?

## Procedure

1. Explain the life cycle of a plant and tree from 1st seed to final seed to the students, using the diagram. Note that some plants end their life cycle with seeds - this is called an annual, and some plants make seeds year after year- this is called a perennial.
2. Discuss the benefit of saving seeds (saving money - no need to buy seeds at the store, conserving resources, recycling, reusing, seeds remember their environment from last year)
3. If you are able to go outside, ask students to look around and locate where the seeds can be found in the garden.
4. Demonstrate how to use your hands to rub plant flowers until you can see tiny basil or lettuce seeds, then place them in the jar for saving.
5. Using the example seeds (tomato, pepper, beans), ask students to compare several types of seeds for texture, size, shape and type of plant it produces. Bring several types of seeds for students to see, feel, compare and contrast.
6. Students will harvest seeds for storing and label the jar with type of plant, date of harvest and any notes from this season that may help in the future.
7. Ask students to talk about how the plant changed during the life cycle before it produced its seed.
8. Ask students what types of seeds we eat (rice, flour, corn, beans, etc)

## Did You Know?

Seeds harvested from different gardens, farms or climates will have that places' survival memory in them.

## Classroom Extension

Have students draw a diagram that includes the plant structures covered in this lesson.

