



## **Fall Seed to Table Field Trip Seed Saving Station**

**Lesson Developed by Seed To Table Program**

### **Part 1. Intro to Seeds and Seed Saving, 10 Minutes**

1. Why are seeds so amazing, what is the historical background of seeds and seed saving. Start with a story!! Have the kids gather around the big bucket of seeds.
  - a) History of Seed Saving: Humans have been saving seeds for thousands of years. *Seed saving represents our original relationship to the land, a mutualism or symbiosis between us as humans and the plant kingdom.*
  - b) Quinoa and Trail of Tear Seeds story
2. What are seeds? What part of the plant do seeds grow in?
  - a. Have a few different types of seed plants (tomato, vs sunflower, vs broccoli vs flower). Have students go with a partner near by and identify where the seeds are on 2 different plants.
  - b. Have a diagram of a seed and the sprouted lima beans. Allow students to look at Lima beans with magnifier glasses and identify the different seed parts.
  - c. Give students five minutes to look at the diagram and then look at their seeds and match the terms with the part of the seed they are looking at

### **Part 2. Seed Saving. 25 Minutes**

3. Saving Seeds Workshop. We will save seeds from a few different plants and then we will keep them to plant in the springtime.
  - a. Have students go throughout garden and collect plants to save seeds from. Or have a pile of plants in which students can choose from
  - b. Have students bring their envelope with them. With partners have students discuss why the plant they are choosing to save seeds from is suitable to live in central Oregon.
    - i. Do students believe the seeds from that particular plant will result in strong plants? Is the plant tall
    - ii. What traits do the students specifically recognize about that plant which they want in their plant?

- c. Have students go through seed saving process. In each envelope have them put their name, date, seed description and their own name for the variety of the plant.

### **Next Generation Science Standards Covered :**

Key: 3.SL.1 (grade level.topicarea)

#### Speaking and Language Skills (SL)

3.SL.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

4.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

#### Life Science (LS)

##### Grade 3

3.LS3.2- Use evidence to support the explanation that traits can be influenced by the environment

3.LS3.1- Analyze and interpret data provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

3.LS4.3- Construct and argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at. (Examples of evidence could include needs and characteristics of organisms and habitats involve.)

3.LS4.4- populations live in a variety of habitats, and change in those habitats affects the organisms living there.

##### Grade 4

4.LS1.1- Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior and reproduction