

Seeds

Activity: Children will observe, compare, and explore a dry lima bean seed and a soaked lima bean seed.



Objective

The children will use their senses to observe, compare and explore dry and soaked lima bean seeds using simple tools.

VI. Scientific Inquiry

VI.A.2. a. Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)

http://www.floel.org/standardsresource/standards.html#d=VI&a=four_year_olds

Read the book *The Tiny Seed* by Eric Carle

Lesson

1. Introduce the lesson by giving the children the following background information about seeds:
“Seeds are alike in many ways. Seeds are different sizes and shapes. They are covered by a thin outer coating called a seed coat. The seed coat protects the seed. The tiny seed has its own food until it is able to make its food in its leaves. The type of seed that we are going to look at today is a lima bean seed.”
2. Give each child a soaked lima bean seed and a dry lima bean seed. Explain to the children that one lima bean seed has been soaked overnight in water and the other lima bean seed is dry because it was not soaked in water.
3. Ask the children to place the seeds next to each other and use their senses and magnifying glass to explore the seeds. Write down the children’s observations about the dry seed and the soaked seed on the chart paper (e.g., How do the seeds look, smell, feel, sound?).
4. Carefully remove the seed coat.
5. Split the seed in two parts.
6. Examine the seed together.
7. Ask the children to draw a picture of the seeds on their drawing paper.

Materials Needed

Chart paper, markers, crayons, drawing paper, two seeds for each child, magnifying glass for each child

Book: *The Tiny Seed* by Eric Carle

Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- using their senses to observe seeds and describing the differences and similarities
- comparing and describing dry and soaked lima bean seeds
- observing and exploring the lima bean seeds using simple tools.

Scaffolding

- Modify activity when children begin to lose interest.
- Use verbal, visual and physical cues to help children know what to do.

Extensions

-Shared Writing: Ask the children to pretend they found a bag of magic beans on the playground. Give each child an opportunity to share what happened after the bean was planted.