Lesson 2b: Seed Spacing

Concept: Students will be able to use various tools to measure the distance between seeds when planting.

Objective: After participating in this lesson, students will be able to:

- Determine an appropriate tool for measuring.
- Estimate and measure using either a non-standard unit or a standard unit.
- Compare and/or order length.

Lesson:

1. Split the class into four groups. At each table have a seed packet (a different type at each table) and the corresponding seeds on a plate to observe. Create an enlarged version of the seed packet information to help students fill out the seed packet observation sheets. It is best to find seed packets with good visuals on the back.

2. Project a seed packet on the board to introduce the students to the type of information that the seed packet provides. Explain that the seed packet tells them everything they need to know to successfully grow a seed into a plant, such as, how much sunlight, what months of the year to plant, how deep to plant the seed in the soil, how far apart to space the seeds, how many days until the seed sprouts, and how many days until the crop can be harvested. See if the students can point out the same information on their enlarged seed packet versions.

3. Have the students complete the Seed Packet Observation sheet using the seed packets at their tables. They can observe the seeds with their magnifying glasses, draw a picture of the seed and complete each sentence.

4. Come back together as a whole group and focus on Question #4 on the Seed Packet observation sheet about how far the seeds need to be planted apart from one another and why this is important. Place the students into rows as if they were seeds being planted in the ground. Have them stretch their arms or “roots” out to find their personal space (finger tip to finger tip). Explain that seeds need space to move out of their protective covering and grow into crops.

5. Display a brown poster or butcher paper with the four seed packets on it. Draw a straight line coming from each seed packet to represent the rows. Have the students look at each seed packet and estimate which one will need the most space to grow and which will need the least. Have the students from each group take turns to use various measuring tools to space the seeds out according to the information on their seed packets. Tape or glue the seeds on the lines and compare the lengths of the spaces between

GPS: Math Focus
Grade 1 – M1M1
Grade 2 – M2M1

Materials Needed:

- Seed packets
  (4 different types: preferably the crops from the Georgia Planting calendar)
- Measuring tools
  Non-standard examples: unifix cubes, string, paper clips, popsicle sticks, pencils, hands, feet
  Standard examples: rulers
- Seed Packet Observation sheet
- Magnifying glasses
- Brown poster board or butcher paper
- Glue stick or tape
- Crayons
- Pencils

Time: 1 hr

Vocabulary:

- Space
- Measure
- Length
- Centimeter
- Feet
- Inch

Georgia Organics Farm to School

Unit 2: PURCHASE – Seed Spacing
each type of seed. Discuss why some seeds need more space than others to grow.
Directions: Use the information on a seed packet to complete the observation sheet.

<table>
<thead>
<tr>
<th>Draw a picture of your seed.</th>
<th>Draw a picture of what your seed will become.</th>
</tr>
</thead>
</table>

1. My seeds produce ________________________________

2. My seed should be planted between the months ____________________

   and ____________________.

3. My seeds needs to be planted __________________________ inch(es) or

   ___________________________ centimeter(s) deep.

4. My seeds should be spaced ______________________________ apart.

5. My seeds germinate or sprout in ____________ days.

6. My seed’s crop is harvested after ____________ days.