

# Indoor Planting

*Youth will get a chance to learn about flowers and see them grow from seedlings into mature plants*

## Age Appropriateness:

2-5

## Key Topics:

Gardening

Agriculture

## Skills:

Critical Thinking,

Problem Solving

Experimentation

## Materials:

Seeds, soil, planters or flower pots, paint or paint pens

## Action Time:

This could be a project that lasts through the year, first learning about planting seeds, then taking care of them

Action: a couple months-year

## Resources:

The Tiny Seed by Eric Carle

Planting a Rainbow by Lois Ehlert

## OBJECTIVES

- To teach young kids how to plant seeds and nurture them into flowers or vegetables.
- To have planting lessons inside the classroom and then plant them outside into a community garden!



## Discussion/Preparation

- Read a couple books to the children about seeds and planting (there are a couple recommended in the resource list).
- Talk to the children about the importance of sun light and water to help their seeds grow into strong plants.
- Talk about how each day they will take care of them until they are big enough to go outside into the big garden.
- Decide which type of planter would work best in the classroom: can use pots, wooden window planters, buckets, etc.

## Action

- Have the kids decorate the chosen planters
- Each child should get to put a handful of dirt into the new planters
- Each child should get to plant some seeds
- Make sure each child gets a chance to water the seeds when the soil is dry. (Could make a watering chart so no one gets left out)

## Reflection

Ask the kids what they think will happen to the seeds if they take really good care of them. Help them to chart the growth of their flowers. Once they are fully grown, or it is an appropriate season, have another lesson so the kids help plant their flowers into a bigger garden to watch them continue to grow!

Name \_\_\_\_\_

## Should We Compost It?

**Directions:** Read each scenario. Determine the best solution for each situation and explain your decision.

Marco had cereal with milk and a banana for breakfast. Left on his tray are half a bowl of cereal and a banana peel. What should Marco throw away? What should he compost? Give at least one reason for each answer.

Ana brought a sandwich to school for lunch. When its time for recess she has a few bites of sandwich left. What can she do with the lettuce and tomato? What should she do with the meat, cheese and bread?

Juan has been helping pull weeds and rake leaves from the flower beds as part of his 5<sup>th</sup> grade community service project. The weeds are dried out because they have been treated with pesticide, but the leaves have fallen straight from untreated trees. What should Juan do with the leaves? What should he do with the weeds?

The art teacher has been using newspaper for a sculpture project. Daisy sees that she has a small box of shredded newspaper left over. What could Daisy suggest the art teacher do? What should Daisy check the newspaper for?

Miguel sees his teacher drinking tea every morning and throwing away the teabag. What could Miguel suggest to this teacher? What could he suggest to other teachers who make coffee in the teachers lounge in the morning?