OSU EXTENSION SERVICE

Klamath Basin Research & Extension

Grow It, Cook It, Like It

Farm to School and Nutrition Education Program

Watch Your Plant Grow

Oregon State University

Getting to Know You

Q: What is your favorite food to grow?

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My favorite plant to grow is tomatoes! They taste like summer- sweet and warm! I love all vegetables, especially if I can grow them myself.

Here's a picture of me at the Extension Office. I'm holding a baby goat!

Growing Plants

Today we're going to learn more about "growing plants"

Q: What seeds can we eat?

There are many different seeds we can eat! Some of the most popular are sunflower seeds, pumpkin seeds, grains, and fruit seeds. What are your favorite seeds to eat?

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Q: What do you think a plant needs in order to grow?

Here are a few words we're going to use in this lesson:

- Leaf
- Water bottle sprinkler
- Stem

Q: What are we going to do?

We are going to plant seeds!

Q: What tools will we need?

- 1 tray or cup
- Soil
- Seeds
- Plastic water bottle
- Scissors

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Tucker the 4-H Dog teaches us how to plant a seed in a bag!

Planting a seed is a simple and fun experiment! These are a few basic planting steps to follow:

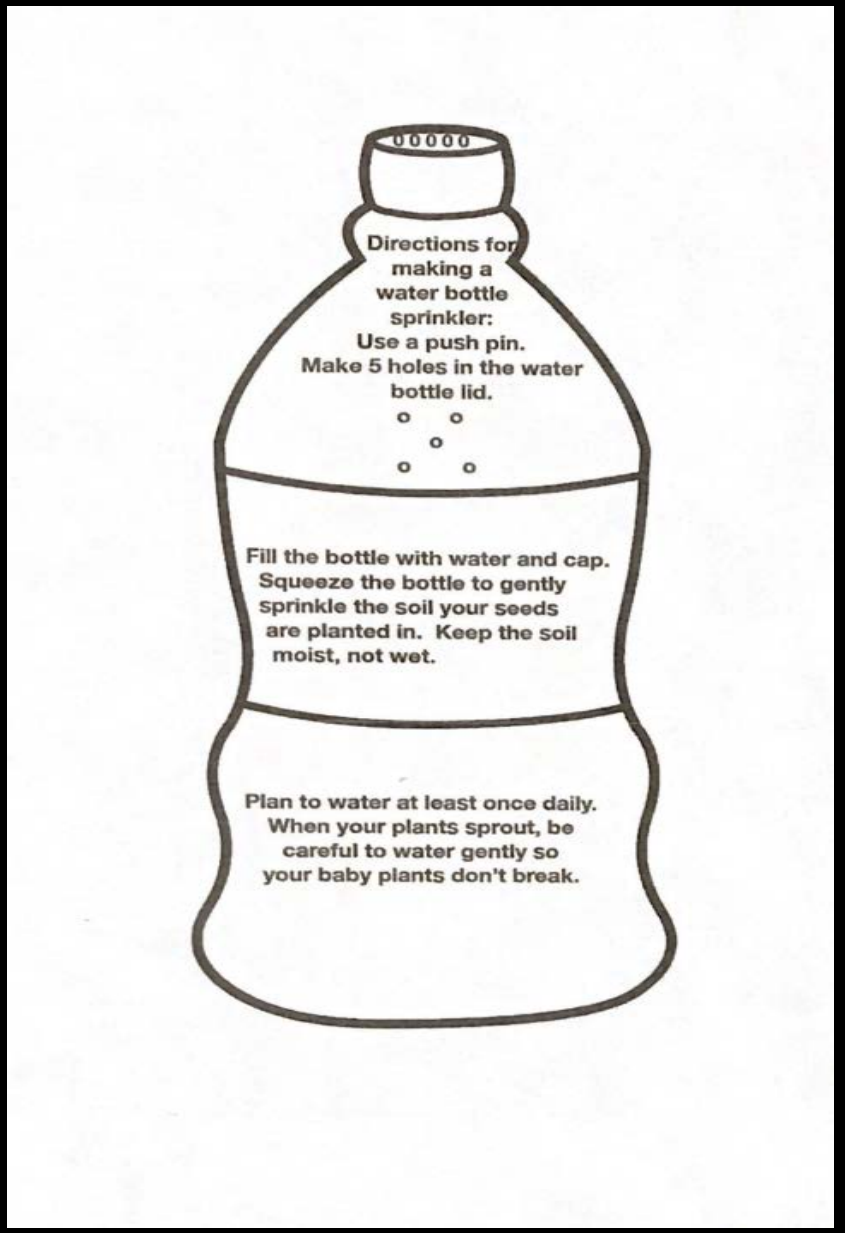
1. Cut a few holes in the bottom of your container. This allows the soil to get air, and to drain if there is too much water.
2. Place your soil into your containers. Moisten the soil before you plant your seeds.
3. Look at your seed packet for any directions on how deep to plant your seeds. Most seeds need to go around 2 inches under the soil.
4. Poke a small hole in the soil with your finger, place your seed in the hole, and gently cover it up with soil.
5. Watch and wait for the seeds to sprout! Some seeds take a while to grow, so be patient.
6. Take your plastic water bottle, and with the help of an adult, poke a few small holes in the lid.
7. Water your plants daily with your water bottle sprinkler, make sure they don't get too much water!

Our 4-H friend Tucker teaches how to plant a bean seed in a bag! You can watch his video on YouTube.

- https://www.youtube.com/watch?v=ARUL5I4KKUU&t=2s

Water Bottle Sprinkler

- When watering your plants, add just enough to get the soil wet, not soaked.
- Your water bottle sprinkler should gently water your plants and soil perfectly!



Planting Seeds in Clamshells

- https://www.gardeningknowhow.com/edible/vegetables/peas/grow-peas-in-containers.htm

Planting seeds in a clamshell container is a fun and easy way to create your own small greenhouse!

When you plant seeds in a clamshell container, follow our basic planting steps on the previous slide. Make sure the seeds don't get planted to close together!

Q: What did you learn?

Q: Did you have fun planting?

Vocabulary:

Leaf- Green, flat parts of a plant that grow from the stem or branch. Leaves produce food by photosynthesis.

Microgreens- Vegetables and herbs that are grown for “sprouts". They supply a condensed dose of vitamins, minerals and phytonutrients, up to 40 times their grown-up counterparts!

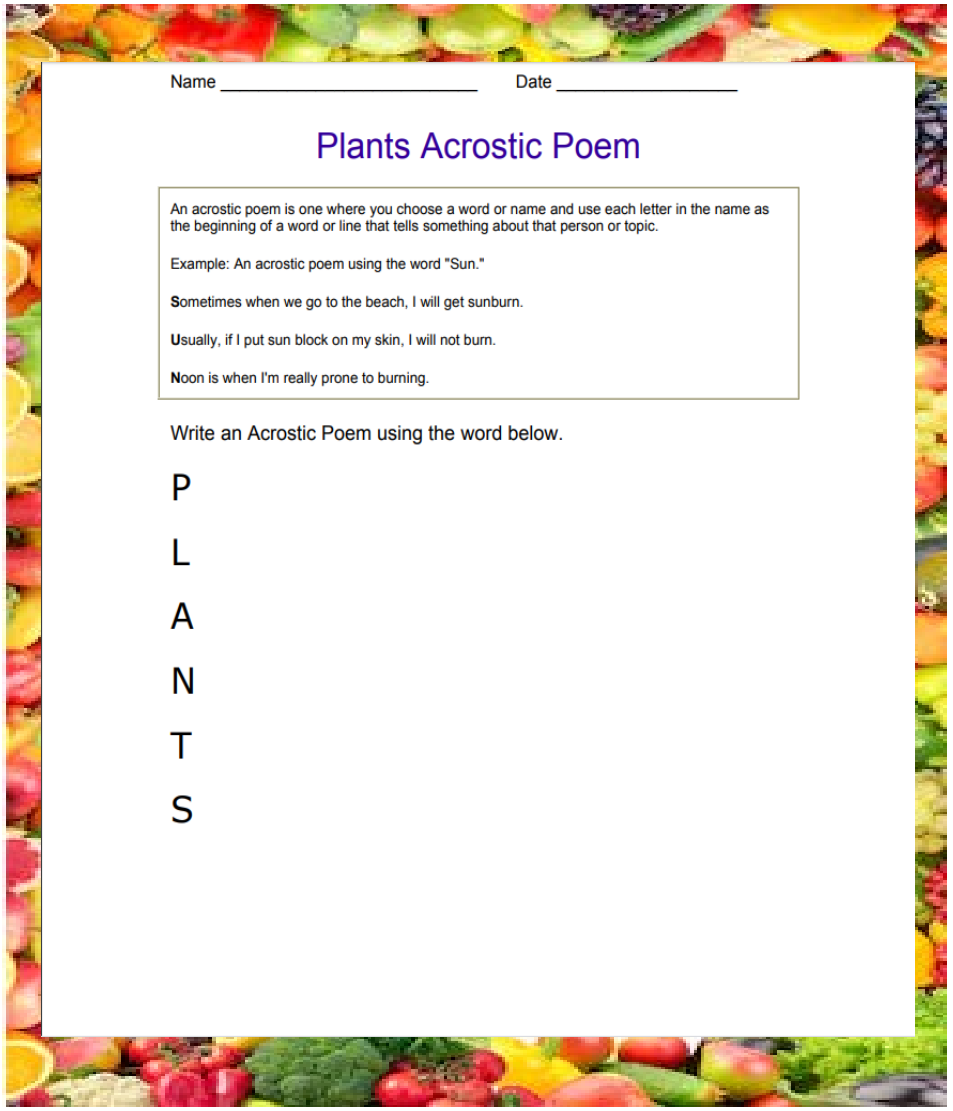
Stem- The main structure of a plant, like a human's bones! It is above ground, and branches, leaves, flowers, or fruits may grow from it.

Evaluation

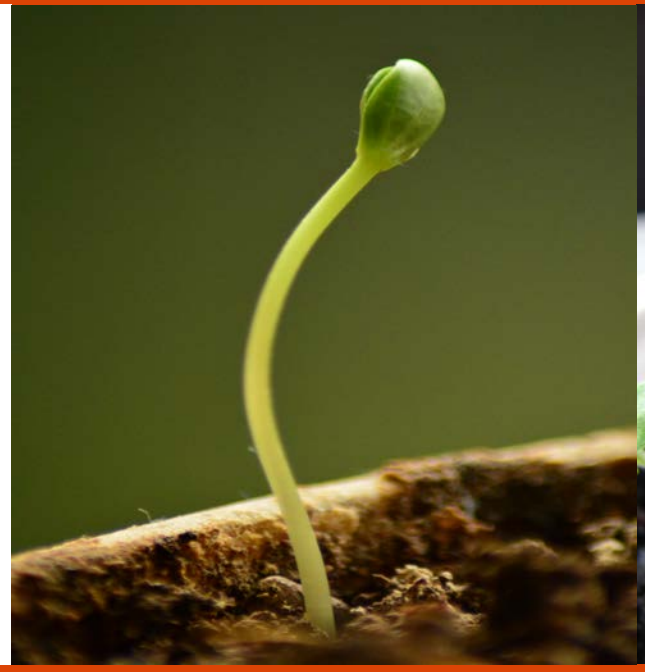
Write an acrostic poem using the word PLANT!

When writing your poem, try to use the vocabulary words from this week and last weeks lesson!

- With your parents help, share a picture of your fun poems by emailing it to mailto:patty.case@oregonstate.edu



Thank you!
What's Next?



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References, Learning Objectives & Science Standards

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Overall Program Learning Objectives:

1. Label the life cycle of plants/animals and describe the role humans have
2. Safely prepare a recipe with ingredients from food grown in Oregon
3. Describe what a plant needs to grow and how humans can assist
4. Identify where and how food is grown in Klamath/Oregon
5. Identify an Oregon grown food and taste it.

NGSS Standards Used in Garden Education 3rd Grade:

3-LS1-1 From molecules to Organisms: Structures and Processes
Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

3-LS3-1 Heredity: Inheritance and Variation of Traits
Analyze and interpret data to 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 Biological Evolution: Unity and Diversity
Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

3-LS4-4 Biological Evolution: Unity and Diversity
Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

3-ESS2-1 Earth's Systems
Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

Engineering Design 3-5

3-5-ETS1-1 Engineering Design
Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2 Engineering Design
Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3 Engineering Design
Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.